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ABSTRACT

Guidelines for evaluating postsecondary career education programs in Maryland are provided. The basis for the evaluation system self-study design is a model developed by Malcolm Provus and described in "Educational Evaluation: New Roles, New Means, The Sixty-eight Yearbook of the National Society for the Study of Education, Part II." The chapters of guide are: I. Program Evaluation; II. Organizing the Self-Study Team (Level II); III. Phase I Program Objective Evaluation (Level II); IV. Phase II Educational Process Evaluation (Level II); V. Phase III Installation Evaluation (Level II); VI. Phase IV Product Evaluation (Level II); and VII. Phase V Evaluation of theCost Benefits (Level II). In addition, appendixes present: A. SBCC Program Proposal Manual; B. Student Placement Questionnaire; C. Graduate Follow-up Questionnaire; D. Long-Range Follow-up Questionnaire; and E. Employer Rating of Students. The board members of the Maryland State Board for Community Colleges and of the Maryland State Board of Education are listed. (DB)

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A SYSTEM FOR THE EVALUATION OF CAREER PROGRAMS IN THE COMMUNITY COLLEGES OF MARYLAND

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

AND

THE DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

OF THE

MARYLAND STATE DEPARTMENT OF EDUCATION

Developed by the

COMMUNITY COLLEGE CAREER PROGRAM EVALUATION COMMITTEE

May 1974

JC 740 416

A SYSTEM FOR THE EVALUATION OF CAREER PROGRAMS IN THE COMMUNITY COLLEGES OF MARYLAND

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Developed by the

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ADVISORY GROUP I

The following individuals met with the Committee on two occasions and suggested changes for the overall improvement of the evaluation system.

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Trevor Carpenter, Director of Program Development	Charles County Community College
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ADVISORY GROUP II

The following members of the Maryland Council of Community College Academic Deans met with the Committee on January 25, 1974 and reviewed the evaluation system. The recommendations of the deans were incorporated in the final draft.

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PREFACE

The system of program evaluation developed by the Maryland Community College Career Program Evaluation Committee is the result of countless hours of research, study, and discussion.

This proposal was developed in response to an explicit need to provide faculty, administrators, and State agency personnel with a technique which will give early warning signs when a program is ineffective, and which will provide a step-by-step methodology for discovering where, in the total program, problems exist.

While some may have wished for a set of criteria or standards against which a program might be evaluated, the Committee has established only a system of evaluation. Criteria and standards must be established by each community college to fit the environment in which the program exists.

The basis for the evaluation system self-study design is a model developed by Malcolm Provus and described in Educational Evaluation: New Roles, New Means, The Sixty-eight Yearbook of the National Society for the Study of Education, Part II.

Robert Gell

CHAIRMAN

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INTRODUCTION

The impetus for program evaluation originates within the community college, is echoed by State and federal agencies, and is specified in P.L. 90-576, the Vocational Education Amendments of 1968. Every instructor, department chairman, dean, president, and trustee seeks assurances, on the one hand, that the educational program is fulfilling the mission of the college, and, on the other, is looking for ways to improve the program. The purpose of this manual is to provide those interested in evaluating community college programs with a system, which, if followed, will result in a set of recommendations to the president.

The key to successful career program evaluation is local college involvement which places importance on self-evaluation by citizens, students, and college personnel concerned with programs. The evaluation system developed by the Maryland Community College Career Program Evaluation Committee and described in this manual, therefore, focuses on the involvement of the local institution. The Committee recognizes that the college is responsible for implementing program changes. The ultimate purpose of evaluation is program improvement which implies change. Change is extremely difficult to bring about in an educational institution unless those affected by, and responsible for, educational programs are personally involved in the process of discovering the need for the changes and designing the improvements. Otherwise, regardless of how great or small such improvements might be, such proposals are not likely to succeed.

The need and rationale for career program evaluation is therefore straightforward: evaluation must provide a vehicle for the systematic assessment of improvement of these programs, and at the same time meet the requirements of the Vocational Education Amendments of 1968 and the

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Statewide Master Plan for Community Colleges in Maryland. The literature contains many models, guidelines, plans, procedures, and instrumentation as to how program evaluation should be conducted. For every scheme there is another which claims to cover what the first one missed. The very meaning of the word "evaluation" is in dispute: some say it is accountability, others say it is performance testing. For some it is an opportunity for endless objective writing, while for others it is a chance to exercise PERT, PPBS, MBO, or various other planning and management systems. The trouble with evaluation theory is that there is too much of it. Even a cursory glance at the whole of it makes one dizzy with the sheer magnitude of competing recipes: from the writing of performance objectives on the minute level to the phrasing of a broad philosophy; from classroom test items on small increments of knowledge and skills to the mass spectrum of changes in attitutude and behavior.

To the already difficult question of "What should be done in the area of evaluation?" an equally difficult one must be added - "Who shall do it?". Some people advocate that it be done by "outside experts" for they fear ineptness and bias, if not outright dishonesty, would be inevitable with any self-evaluation. Others insist that evaluation can only be done by insiders because institutions know best their own needs and programs, and are more likely to install improvements on the basis of self-discovered recommendations.

In an effort to find plausible answers to these difficult questions, a committee was appointed jointly in December of 1971 by the State Board for Community Colleges, and the Division of Vocational-Technical Education of the Maryland State Department of Education. This Committee was charged

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"...to develop a system of evaluation for post-secondary career programs in Maryland. The system should first and foremost take cognizance of local program objectives and priorities, and should also complement and capitalize on existing in-house evaluation design. The evaluative process developed must provide prompt feedback to the local institution for program improvement and planning."

This document is the result of the Committee's extensive research and countless hours of deliberations. It contains plans, procedures, and instrumentation in proposal form that, if implemented, would result in a viable evaluation system. The committee wishes to stress that this document is developed for the primary purpose of providing evaluation guidelines and may be used by the local college in part or in its entirety as need indicates.

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CHAPTER I

PROGRAM EVALUATION

The Community College Career Program Evaluation Committee has operated with the belief that self-evaluation by the college is preferable to external evaluation. Further, periodic and continuous self-evaluation should provide college faculty and administrators with objective, factual information concerning how well the program functions in relation to the needs of the community and the objectives of the program. Likewise, when problem areas are identified the college personnel should be able to deal immediately with those factors which are preventing the program from operating at its optimum. Evaluation results in the suspension, modification, continuation, or termination of a program.

The position of the Committee is that program evaluation is the process of comparing the current status of a program with a standard. Such comparison hinges on the development of specific object criteria and accurate descriptive data. So long as the discrepancy between the standard and the actual is within acceptable limits there is no need for a comprehensive self-study. However, when necessary, the indepth self-study must be conducted in a systematic way if program modification is to be the result. Thus, it is proposed that career program evaluation be conducted in Maryland's community colleges on two levels:

Level I Ongoing, systematic collection and analysis of evaluative data and information related to the stated objectives of the program.

Level II Indepth college self-study of a program in which there is a serious discrepancy between the stated objectives and the actual performance. This process is conducted by an evaluation team in five phases.

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Level I Routine data collection and analysis

Evaluation at this level can best be described as monitoring, and begins when a program is first developed. At that time the college must state clearly the objectives of the program in terms of enrollment, completions, placements or job entry, acquisition of additional skills, salaries anticipated by graduates, and costs. (See Appendix A - SBCC Program Proposal Manual.) Each year data are gathered by the college, and reported, in part, to the State Board for Community Colleges, and the Division of Vocational-Technical Education. Comparison of the program operating data with the objectives is the first level of evaluation. For example, stated program objectives or standards should be carefully compared with compiled data to determine if:

A. Projected enrollment has materialized.

B. Projected completions have materialized.

C. Completions have been employed in the field of training.

D. Early leavers with marketable skills are employed in the field of training.

E. Anticipated salaries have materialized.

F. Program costs are within the projected range.

G. Projected qualified faculty are employed.

H. Use has been made of local non-college facilities and equipment when available and appropriate.

I. Program has received documented, favorable response from business, government, or industry.

So long as the difference or discrepancy between the actual and the standard is within acceptable limits, the evaluation process need progress no further since the obvious decision would be to continue the program.

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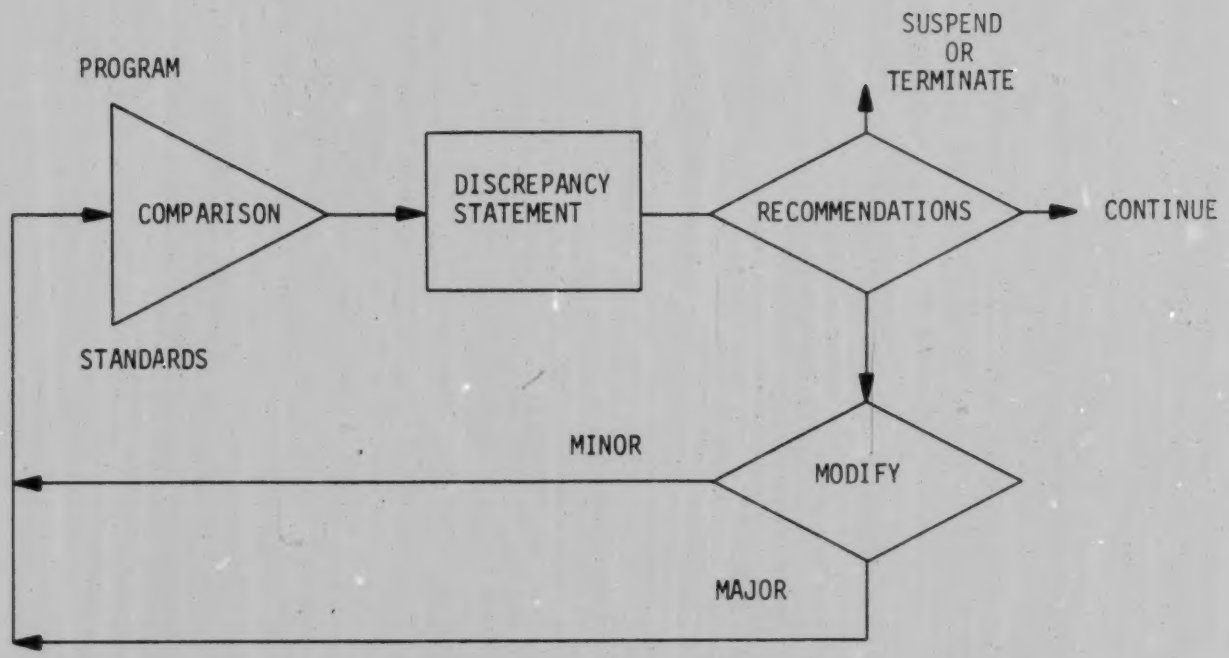
An indepth self-study is expensive and cannot be justified when all indicators of a program are satisfactory.

When an unacceptable discrepancy exists between the actual program and the standards, the evaluation may result in the (1) modification of some phase of the program or standards, and repeating the evaluation process, (2) the suspension of the program, or (3) the termination of the program. For example, if secretaries report that employers are requiring machine transcription rather than shorthand, the evaluator may recommend that shorthand be made optional. A second example might be where 90 percent of data processing graduates are expected to be placed in jobs. The data shows that 30 percent are going on to a four-year college. The evaluator may recommend that the standard for job placements be reduced to 70 percent. Possibly during the first year of a program's operation, if, with appropriate publicity and articulation, enrollment does not materialize, a program may be terminated. A flow chart of the evaluation system is found on the following page.

Because the data are generated and organized at the college, the initial review or analysis must occur there. Early warning signs or problems should be recognized by the college personnel. The decision to conduct a Level II evaluation may be made before the State agencies receive the annual reports. However, it is possible that data analysis and program monitoring at the State level may reveal trends or discrepancies not obvious to the college personnel. In such cases consultation may either satisfy the concerns of the State personnel or may cause a Level II evaluation to be initiated by the college president or chief campus administrator.

COMMUNITY COLLEGE CAREER PROGRAM EVALUATION SYSTEM



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In summary, program evaluation means comparing what the college planned to accomplish with what actually happened. So long as the program is on target an indepth self-study is not justified. This means, however, that the college must collect and report data in terms of each of the stated objectives. College personnel have the initial responsibility for monitoring or comparing the data with the stated program objectives. Staff personnel at the State level should consult with the college officials whenever they are concerned about the size of the discrepancies.

Level II Self-Study

Level II of the evaluation system should be initiated when level I data indicate a need for more comprehensive study. College faculty and administrators may be concerned about the operation of a particular program on their campus. (This concern may be shared by staff members of the Division of Vocational-Technical Education, or the State Board for Community Colleges.) Once the need to conduct a self-study is determined by the college staff, the State Board for Community Colleges, or the Division of Vocational-Technical Education, a request for such a study shall be forwarded to the college president. The self-study team to be formed by the college president should include at least (1) one student enrolled in the program or recently graduated, (2) one member of the community who employs graduates of the program, e.g., member of the advisory committee, (3) faculty members from the program, (4) administrator(s) responsible for career programs, and (5) possibly a staff member of the Division of Vocational-Technical Education.

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Level II of the evaluation system consists of five phases, each examines a distinct aspect of a program. The system addresses a program in terms of the (a) objectives, (b) instructional process, (c) facilities and installation, (d) product, and (e) cost effectiveness. Any one or all of the phases may be employed in the evaluation of a program.

Program Objective Phase

In the objective phase, the mission of the college, the needs of the community, and the goals of the student are compared to the stated objectives of the career program. There must be harmony in this area if the program is to be successful. A program which has as its objective to graduate students for which no jobs exist in the community cannot be judged as adequate. Likewise, if program objectives do not reflect the latest trends in the field, e.g., machine transcription vs. shorthand, and students are graduated with obsolete skills, changes must be made.

Program Process Phase

The second phase to be evaluated is the instructional process, or what happens between the time the student enters the program and leaves as a graduate. Determination must be made as to whether or not the instructional process supports the program objectives. Do the learning experiences result in the types of behavior or skills set out in the program objectives? Questions regarding lecture vs. laboratory, theory vs. hands-on experience, etc., are dealt with in this phase.

Program Installation Phase

Phase three consists of the physical aspects of the program. The evaluation process asks the question: Are the staff, students, facilities, equipment, and materials adequate to achieve the stated objectives? Students trained on obsolete equipment may find themselves at a disadvantage in the job market.

Program Product Phase

The product phase requires an agreement on the educational outcomes of the program and institution. The college must understand clearly what it considers its "product." Program proposals indicate the number of graduates, completions, and placements. If these indicators are not adequate, the college must clearly specify what the outcome of the program will be. One of the first warning signs of an inadequate program will probably be in the area of product.

Program Cost-Benefit Phase

The most primitive phase of evaluation of career programs is that of cost benefits. Progress is being made in terms of the cost of individual programs within and among colleges; however, little is known about the benefit to the community in general, and to the student in particular. The cost-benefit phase is simply directed toward measuring program costs in relation to benefits received.

In the five phases identified above, the team will study the program and make recommendations to the president for the continuation, modification, suspension, or termination of the program.

The balance of this document describes how the self-study team will operate in order to systematically evaluate a program. This process should lead to well-documented recommendations which deal with the identified problems. The recommendations will be in terms of program modification, continuation, suspension, or termination.

CHAPTER II

ORGANIZING THE SELF-STUDY TEAM (LEVEL II)

There is nothing mysterious about organizing for the evaluation of a career program. However, since this may be the first time members of the team have served in such a capacity, this section of this proposal has been designed to assist the team to organize their approach. Certain steps to consider will be discussed briefly, in addition to the role the self-study team is to play. Whether a single program or a cluster of programs is evaluated, the approach will fundamentally be the same. The need for thorough planning of the evaluation is extremely important. Much of the success with the venture, or lack of it, will depend on how carefully the entire process is thought out by the team in advance. Be prepared to analyze the program under consideration in terms of what exists compared to realistic objectives. This will involve the analysis of available data and probably an on-site visit.

Organizational Steps

The following steps for organizing the team effort are presented as a guide:

1. If a chairman has not already been appointed, the team's first action should be to do so. The chairman must be knowledgeable in the philosophy and operation of community college career programs in general, and, in particular, with the program being evaluated.

2. Appoint a permanent recorder to be responsible for recording the team's work. The college should furnish secretarial assistance.

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3. Study this manual and become familiar with the plans, procedures, and instrumentation (forms and checklists) for program evaluation.

4. As the team becomes involved in its deliberations, questions may arise concerning the intended use of this document. If so, contact the Division of Vocational-Technical Education, the Office of Program Administration, the State Department of Education, or the Office of Academic Programs of the State Board for Community Colleges.

5. Using this manual as a guide, the team should:

   a. Construct a sequential outline of tasks to be performed.

   b. Establish a tentative agenda or timetable for accomplishing the team's work.

   c. Agree on date, time, and place for the next meeting before each meeting adjourns.

6. The career program administrator should furnish the following program information:

   a. The approved program proposal describing the program being evaluated.

   b. Student-faculty enrollment data. These are compiled for each community college in the Student-Faculty Data System operated by the State Department of Education.

   c. Program completion and placement data.

   d. Follow-up data. These are compiled by each institution.

7. Set up a filing system for the team's work.

8. A completed sequential outline of tasks to be performed by the team should include the following:

   a. A description of the program or program cluster to be evaluated.

b. Objectives of the program or program cluster to be evaluated.

c. Agreement as to how the evaluation will be conducted by the team.

d. The organizational structure of the community college, its philosophy and mission, and, in particular, an understanding of the organizational structure and mission of career programs in the college.

9. The chairman will establish a schedule with the president, or chief campus administrator, for the team to conduct its on-site review.

10. Following the on-site review, the evaluation report should be written. The team may wish to design a format for the report with each member filling in appropriate detail. A copy of each section should be given to the chairman whose task is to integrate them into a single team report. The entire team should critique the report until agreement is reached that the report accurately reflects the team's observations and recommendations.

11. After the team has completed its report, the chairman should request a meeting with the president or chief campus administrator, and his top administrative staff to present the findings and to discuss its recommendations. This step is extremely important and completes the team's work.

Summary

A self-study team is appointed by the president or campus dean when he is convinced that serious problems exist as indicated by the data generated from the program. The purpose of the self-study is to

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identify the problem area, and make recommendations which will call for either the modification, continuation, suspension, or termination of the program. Any action taken by the institution which modifies, continues, suspends, or terminates a program, and the rationale for such a decision, shall be forwarded to the State Board for Community Colleges. The State Board for Community Colleges will notify the appropriate State agency of such decisions.

CHAPTER III

PHASE I-EVALUATION OF PROGRAM OBJECTIVES (LEVEL II)

Phase I consists of collecting and evaluating existing qualitative program objectives, evaluation, and any additions, deletions, or modifications deemed necessary by the team.

The success of this, and the following phases of the evaluation system, will depend on how clearly the team is able to identify areas where existing programs vary from what the team considers to be the occupational norm. Only when a discrepancy is clearly recognizable can an argument for change be supported.

Program objectives describe what students will be able to do as a result of completing a particular lesson, unit, course, or program of instruction at a given institution. Program objectives are established on the basis of community needs, labor market trends, and student demands. Objectives should be consistent with the philosophy of the college, and should specify exactly what needs to be learned. Objectives are used to design and to evaluate the program of instruction.

Specific career program objectives include:

a. The competence the student will display.

b. The degree or level of proficiency at which the student will perform.

c. The conditions under which the student will perform.

d. The time needed by the student to bring about desired performance.

e. The method by which the student's performance will be measured.

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The program objectives should encompass desired knowledge, attitudes, and skills to be developed in the students. Specific program objectives should focus on these objectives, and also be in harmony with the stated philosophy and mission of the college.

Collection of existing program objectives

The team should examine program objectives made available to it by the career program administrator. If the objectives meet the program characteristics described above, and, as a minimum, meet the requirements for job entry, the team may proceed to Phase II - Evaluation of the Learning Process. If, however, the objectives are lacking in specificity or validity, the team should recommend a working set of program objectives to be used in the evaluation process. The team should not get bogged down in the writing of too many objectives in a too technically-worded fashion. It is preferable to write a dozen good objectives which can be properly evaluated, rather than spend a great deal of time in endless and tedious construction of an entire handbook of objectives. Developing specific objectives must be done in collaboration with persons directly involved in the program, particularly the Dean of Career Programs. When objectives are clearly defined the team can then proceed to Phase II.

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CHAPTER IV

PHASE II - EVALUATION OF THE EDUCATIONAL PROCESS (LEVEL II)

In Phase I, Objective Evaluation, the team has established program objectives. Such program objectives form the basis for specific course objectives, expressed in terms of expected student competencies. Each course objective should be supported by learning activities for the student. Typical resource materials, such as course outlines and syllabi, should be made available by the college so that the team can form a clear picture of the total instructional process of the program being evaluated.

Since the teaching-learning process must be geared to stated objectives, thought should be given to the method of structuring the objective-learning experience configuration. Given the program objectives (Phase I), college resource materials should ideally include course or unit objectives, outlines and syllabi, and the original program proposal. Using these materials, the team can develop a three-stage configuration consisting of (1) program objectives, (2) course objectives, and (3) learning experiences.

The following is an example of these three levels using one program objective, one course objective, and learning experiences taken from an existing Executive Secretarial program.

A. Program Objectives

1. To enable the student to understand payroll procedures, and to identify and be familiar with processing payroll on appropriate office machines.

2. ...

B. Course Objectives

1. Given employment data, such as hourly rate, overtime, social security, and other withholding benefits, the student will be able to compute the weekly salary.

a. The student must be able to identiiy terms used in payroll procedures.

b. ...

C. Related Learning Experiences

1. Take a pre-test to determine student level of achievement.

2. Review film strip that explains payroll terms.

3. Practice with learning unit.

4. Observe a typical payroll operation.

5. Take criterion test.

Before evaluation of the process can be initiated, the team must consider whether or not the identified learning experiences are to be accepted as those necessary to enable the student to achieve the stated program objective. This procedure is described below.

Course Objectives

The team must compile a list of the course objectives from materials provided by the college, such as course outlines, course descriptions, etc. The evaluation of these objectives should be made in terms of the teams' understanding of occupational needs, student needs, and institutional capabilities.

If the team agrees that the stated course objectives are sufficient

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to enable the student to achieve the previously determined program objectives, as stated in Phase I, it is ready to move to the examination of Learning Experiences. However, if the team determines that the existing course objectives are inadequate and/or superfluous to the achievement of the stated program objective, the team should recommend all those pertinent course objectives that will enable the student to achieve those program objectives. This procedure must be completed before further team action is taken. The result is a list of course objectives for each program objective.

Learning Experiences

The team examines the learning experiences previously identified for each of the course objectives to determine whether they are sufficient to enable the student to achieve the stated objectives. If the team agrees that the stated learning experiences are sufficient to enable the student to achieve the course objectives, it is ready to proceed to the application of the process-rating scale. (See page 15). If, however, the learning experiences are inadequate and/or superfluous to the achievement of the course objective, the team should recommend all pertinent learning experiences necessary to enable the student to achieve the stated course objectives. It is preferable to list a few pertinent experiences than to devise endless enumeration of minute tasks.

This procedure must be completed before further team action is taken. The result is a list of learning experiences for each course objective.

Application of Process-Rating Scale

Having assessed the adequacy of the course objective and supporting

learning experiences for each program objective, the next task is to consider the "context" in which these learning experiences operate. Viewing each course objective as a unit, learning experiences must now be considered in light of such factors as those contained in the Process-Rating Scale which is completed individually by each member of the team. It may be necessary to gather additional "on-site" information in order to complete the scale. The team should consider such possible sources of information as interviews with students and instructors, and the examination of the records of instructors and institutions. The information should be analyzed and discussed. The team should arrive at a consensus rating for each designated group of learning experiences. Where the team has determined that deficiencies exist, recommendations should be made to correct the situation.

MARYLAND COMMUNITY COLLEGE

CAREER PROGRAM EVALUATION SYSTEM

Process-Rating Scale

	Not Observed / Agree 0	1	2	3	4	Disagree 5
1. There are sufficient and relevant learning experiences directed to the learning of theory and principle.	☐	☐	☐	☐	☐	☐
2. There are sufficient and relevant learning experiences directed to the learning of knowledge and skills.	☐	☐	☐	☐	☐	☐
3. Learning experiences are provided to enable students to apply theory and principle to a variety of situations.	☐	☐	☐	☐	☐	☐
4. Learning experiences provide ample opportunity for the application of knowledge and skills e.g. (hands-on experiences).	☐	☐	☐	☐	☐	☐
5. Each learning experience is of sufficient duration and intensity to allow for the assimilation of required information.	☐	☐	☐	☐	☐	☐
6. The learning experiences provided are of sufficient variety to accommodate individual student differences.	☐	☐	☐	☐	☐	☐
7. The learning experiences are organized in an appropriate sequence to facilitate the learning process.	☐	☐	☐	☐	☐	☐
8. The means used to evaluate student progress is adequate and relevant to the course objectives.	☐	☐	☐	☐	☐	☐
9. Students are evaluated and then told about their progress in the learning experiences on a regular and frequent basis.	☐	☐	☐	☐	☐	☐

CHAPTER V

PHASE III - EVALUATION OF THE INSTALLATION (LEVEL II)

In Phase II, Process Evaluation, the learning activities were evaluated. Phase III - Installation Evaluation will address itself to the program's staff, students, facilities, equipment, and materials.

The team should focus its attention on the college and the resources as they relate to the program being evaluated. Example: Executive Secretarial Program. A list of the college's educational space (laboratory, classroom, offices, student activity, library, storage, planning, audio-visual, clinical and internship resources) will be necessary. When reviewing the list, the team must determine if there is adequate space to house the program in terms of program objectives. This list will then be used for comparison with the list of existing space and equipment for the Executive Secretarial Program. Is there space for needed equipment, such as typewriters, tables, office machines, shorthand dictation equipment, etc., to properly administer the instructional program as required by the learning activities? This comparison makes up the criterion for the Installation Rating Scale for the Executive Secretarial Program. The amount of space in laboratories, classrooms, storage rooms, etc., is determined by the student enrollment and the kind of program being evaluated.

The criteria established above and outlined on the rating sheet must be revised and agreed upon by the evaluation team. The evaluation team should analyze what should be at the college in the way of complete installation and resources for an Executive Secretarial Program.

In making the evaluation, the team may determine that an on-site review is necessary. Using the rating sheet, comparison with the criteria can then be made. The rating criteria may be in three major sections:

I. Facility - Establish space requirements in accordance with program:

A. Site - size, accessibility, desirable location, and expansion capacity.

B. Building - functional, flexible, adaptable to change, handicapped utilization, and space relationship design for safety, esthetics, and security.

C. Space

1. Instructional space - laboratories, classrooms, lecture rooms, demonstration rooms, learning resources space, student study space, conference rooms, faculty offices, dressing rooms, and cleanup space.

2. Auxiliary space - restrooms, custodial closets, mechanical space, supply rooms, A.V. room, equipment and tool storage, publication and reproduction space, data processing space, general offices, administrative offices, faculty lounges, and student lounge.

3. Utilities and services to carry on the activities: lighting (natural/artificial), electrical conveniences, acoustics, ventilation, exhaust, drains, gas service, water, air and vacuum capabilities, emergency features (shut-off switches, valves, showers, first aid), communication facilities (intercom, telephone, etc.), blackout facilities, chalkboard, tackboard, display cases, and security access doors.

II. Equipment and Materials - Instructional equipment and materials are provided in order to accomplish the learning process and meet the planned program objectives.

A. Laboratory and classroom equipment (Built-in and movable) - sufficient number of student work stations, equipment appropriate for learning activity and students, equipment representative of that currently used in industry and business, variety of modern, up-to-date equipment provided (models, brands, etc.), with a definite replacement program, equipment maintenance conveniently (commercially or locally on-site) administered, service and maintenance contracts utilized, equipment arranged in a manner conducive to learning, with built-in safety and flexibility in movement (when necessary).

B. Instructional materials and supplies - textbooks, reference books, technical manuals, instructional guides, charts, manuals utilized and appropriate for the level of instruction, instructional media available and used to enrich and individualize the learning process, appropriate instructional supplies (classroom and laboratory) and materials provided and used, appropriate hand tools, measuring, and testing devices provided in sufficient quantities and used, and methods of procurement of materials and supplies for purchases unique to the instructional program.

III. Faculty - Instructional and support staff is provided to accomplish the learning process and thereby meet the program objectives.

A. Instructional faculty possess necessary professional and occupational qualifications for career programs.

1. Professional education to meet program requirements.
2. Occupational experience in specialty area.
3. Possess ability in curriculum development, instruction, planning, etc.

B. Administrative and supervisory personnel possess necessary qualifications for positions in career programs.

1. Professional education.
2. Technical experience in supervision of occupational education.
3. Possess ability in planning career programs.

C. Supportive Staff - Clerical and maintenance personnel for career programs.

1. Adequate clerical personnel with skills in office procedures to support faculty and administrative staff.
2. Adequate maintenance and custodial personnel.
3. Adequate security personnel.
4. Adequate counselors in occupational guidance; counseling to recruit, counsel, advise, place, and follow-up students in career programs.

As in the previous phases, the team should identify where the existing program differs from the ideal. Specifically, are there discrepancies between what the team finds necessary for the maintenance of a quality program and what actually exists?

MARYLAND COMMUNITY COLLEGE

CAREER PROGRAM EVALUATION SYSTEM

PROGRAM INSTALLATION RATING SCALE

FACILITIES FOR A CAREER PROGRAM (e.g. EXECUTIVE SECRETARIAL)

Check List - Use scale of 1 to 5 in all check lists.

CHARACTERISTIC	1 poor	2 marginal	3 average	4 good	5 excellent	0 not observed

Evaluation: Instructional space and facilities are now and for the foreseeable future adequate to enable the program to achieve its program objectives.

CRITERIA

.... 1. Utilities such as water and electricity, etc., are adequate and available at appropriate locations.

.... 2. Classrooms, laboratories, and other instructional space are adequate in size, location, arrangement, and accessibility to provide for safe, orderly, and effective instruction.

.... 3. An area shielded from distractions and adequately soundproofed is provided for instruction.

.... 4. The location of instructional areas eliminates undue interference with or from other school activities.

.... 5. Adequate visual control and supervision of all instructional areas is possible.

.... 6. An adequately located, furnished, and equipped office area is provided for instructors for planning, keeping records, and for consultation and administration.

.... 7. Space and facilities are provided for storage of students' work, instructional supplies, and movable equipment.

.... 8. Instructional areas are clean, orderly, attractive, and maintained in accordance with good secretarial practice.

.... 9. Storage space, maintenance areas, restrooms, offices and lounges are adequate for the number of students, staff and visitors using the facilities.

MARYLAND COMMUNITY COLLEGE

CAREER PROGRAM EVALUATION SYSTEM

INSTALLATION RATING SCALE

EQUIPMENT AND SUPPLIES

FOR A CAREER PROGRAM (e.g. EXECUTIVE SECRETARIAL)

CHARACTERISTIC

Evaluation: Supplies and equipment are adequate to achieve stated objectives of the program.

CRITERIA

.... 1. Seating and work stations in classes are sufficient in number to meet needs of the largest class. There is a satisfactory ratio of students to work stations.

.... 2. The laboratories are adequately equipped for all phases of the occupation for which the training is being given.

.... 3. Supplies, machines, and equipment are of the grade and type currently used in the occupation for which instruction is being given; if simulation is used, it is comparable with occupational requirements.

.... 4. The type, variety, and quantity of machines and equipment are such that basic, as well as current manipulative skills needed for employment, can be easily demonstrated and practiced.

.... 5. Equipment storage and stockroom systems approximate those used in the occupation taught, and provide for systematic and orderly storage, dispensing, maintenance, replacement and inventory control.

.... 6. Adequate provision is made for securing emergency repairs, equipment, and supplies.

.... 7. Students are informed, prior to enrollment, of all supplies they are required to purchase, where such supplies may be obtained, and how much they cost.

.... 8. Except as noted in number 7 above, all supplies necessary for instruction are provided for students.

MARYLAND COMMUNITY COLLEGE

CAREER PROGRAM EVALUATION SYSTEM

INSTALLATION RATING SCALE

FACULTY AND STAFF OF A PROGRAM (e.g. EXECUTIVE SECRETARIAL)

CHARACTERISTIC

Evaluation: The staff is adequate to fulfill objectives and carry out all needed functions.

CRITERIA

.... 1. Positions in the institution have been identified and established in light of functions needed to carry out the institution's career program.

2. Adequate personnel are employed to enable the institution to carry out necessary functions in connection with career programs including:

.... a. Public relations and public information
.... b. Student recruitment
.... c. Placement and follow-up
.... d. Guidance and counseling
.... e. Research and surveys as to population and labor market needs
.... f. Occupational analyses
.... g. Coordination of community resources including cooperative work study positions
.... h. Evaluation
.... i. Institutional/program/course planning; determining and stating objectives

.... 3. Staffing patterns and staff functions (position description) are known and understood by members of the institution.

.... 4. Established positions are filled promptly.

.... 5. Each instructor has an equitable teaching load and schedule.

.... 6. Release time available for personnel to develop and coordinate program.

7. The number of instructional and supportive staff is adequate when the following are taken into account:

.... a. Number of students enrolled
.... b. Frequency of admissions
.... c. Total teaching and non-instructional responsibilities of the faculty (such as: committee work, curriculum development, meetings, cooperative work-study etc.)

.... d. Type of program
.... e. Nature of instruction (laboratory/classroom/work-study)
.... f. Number of work stations
.... g. Methods and materials used in instruction
.... h. Number and location of private and public facilities where students receive practical training
.... i. Nature of the student body

8. Staff members are qualified and competent for the responsibilities of the positions they hold; they:

.... a. Conform to the competency standards set by the appropriate occupational advisory committee.
.... b. Have an appropriate background of professional preparation in career programs.
.... c. Have had experience in the world of work.
.... d. Have current license where required.

9. Instructional and administrative staff:

.... a. Communicate effectively with employers, organized labor, and others in the community.
.... b. Are dedicated to the institution's career program objectives.
.... c. Show an awareness of the needs of the community.
.... d. Exhibit a concern for the needs of individual students.
.... e. Accept current philosophy and practices in career education as evidenced by providing training to include new and emerging occupations.
.... f. Maintain active membership in relevant professional organizations and attend professional meetings.
.... g. Participate in a continuing program of self-improvement.

.... 10. Instructors, coordinators,and department chairmen have demonstrated competence in the occupational or subject matter taught.

.... 11. Instructors have personal characteristics which are conducive to effective teaching and which serve as models of those accepted in the occupation taught.

12. Instructors, coordinators, and supervisors are professionally competent and able to:

.... a. Identify curriculum content.
.... b. Evaluate student progress continuously.
.... c. Organize material into effective learning sequences.
.... d. Utilize appropriate media and methods.
.... e. Organize and manage the learning situation effectively.
.... f. Work effectively with others (students, faculty, administration, community).
.... g. Participate in establishing and implementing institution, program, and curriculum goals.
.... h. Assist students in their selection of occupational goals.
.... i. Make and use studies of student and community needs.

13. Administrators

.... a. Are capable of promoting inservice improvement of instructors.
.... b. Are competent in analyzing curriculum content, technical information, and other subject matter.
.... c. Are capable of preparing activities designed to improve instructional competence.
.... d. Are competent to assist instructional staff in the selection of facilities, equipment, and instructional materials.
.... e. Are capable of evaluating instruction and identifying strengths and limitations.
.... f. Understand the role and importance of vocational/technical education in economic development and community growth.

14. Instructors, coordinators, and supervisors regularly contribute to their professional growth by:

.... a. Attending relevant inservice workshops.
.... b. Returning to their occupational fields for upgrading and refresher training and experience.
.... c. Pursuit of relevant college courses in technical and professional areas.
.... d. Attending regional and national conferences.
.... e. Visiting business or office situations as well as other schools.
.... f. Active participation in local business employee groups.

The rating sheet indicates the ideal in terms of building space that possesses functional design and structural features that would enhance the instructional process of the Executive Secretarial curriculum. Also, the rating sheet indicates space provisions for people (student, faculty, etc.) who participate in the program, as well as equipment and support services to maintain the program.

The criteria is to be used as a guide in evaluating the adequacy of the facilities for the support of the program of instruction.

CHAPTER VI

PHASE IV - EVALUATION OF THE PRODUCT (LEVEL II)

Much discussion has taken place regarding the "product" of community colleges. Those unfamiliar with the purpose of these "open-door" institutions often mistakenly consider only degrees granted; thus, two-year institutions are many times confused with four-year schools in terms of product. Others consider credit hours earned as the product of the community college, while still others see the college producing whole persons. All of these may be valid in some context. However, in this document, the product of the community college is measured by the achievement of the specified objectives of a program as stated in the program proposal. Therefore, the focus is on how the student is progressing toward the acquisition of skills and knowledge required for job placement, whether or not he or she is placed, and how well he or she performs on the job.

To evaluate the product of career programs at the community college, it is necessary to have three measures: (1) student achievement, (2) job placement and follow-up, and (3) employer rating. The Career Program Evaluation Team will be provided with reports by the Dean of Career Programs which contain data for these three areas. The team will review the reports and raise questions where the product of the program appears to vary from that expected. These routine reports may have indicated which particular program should be evaluated. The team should look for trends and changes in the output of a program. These changes should, if possible, be related to a change in one or more aspects of the program. Discovering what worked is as important as finding out what did not work.

Student Achievement

Student achievement may be evaluated in terms of three indices: (1) cumulative grade point average in career program courses (GPA in major), (2) overall cumulative grade point average, and (3) program completion index. Documentation exists which indicates that a career-oriented student may perform quite differently in those program courses that constitute his major than he does in his required general education courses. Therefore, it may be desirable to report the two sets of academic indicators. Once the grade point averages for each student are computed, the averages for the program can be computed.

The third index of student achievement is the program completion index (PCI) which is computed by dividing the number of program credit hours accumulated by the total occupational course credits required for completion of a program. For example, if 24 credit hours of special career courses are required in a secretarial program and the student has completed four courses or twelve hours, the index would be 12/24 or .50. An index of 1.00 would indicate completion of the occupational portion of a program. The data for each student could be combined and the index for the program computed. New programs and programs with many part-time students would tend to have the lower PCI's.

These three indicators form the measure of student achievement at the community college. Compared over a period of time they may reflect a change in the student population, changes in instruction, grading policies, facilities, or changes in other factors resulting from the evaluation. A specific index level has little value in and of itself. Only when the college specifies a desirable standard does an index have evaluative use.

Placement and Follow-up

The most important person in the Maryland community colleges is the student. What happens to a student while in the college, on the job, and even after matriculation in other institutions, must be a primary concern to all who are involved in the educational process.

The success of an institution or program can be measured by the success of its students. To determine the effectiveness of a program, there must be follow-up from the day the student leaves the institution until after he/she gains employment, transfers to another institution, or terminates prior to the normal completion of a program. Follow-up is a highly desirable and necessary process, which enables an institution to determine how effectively it is meeting the current and future needs of those students served.

In this section the evaluation team should direct its attention to the following three areas of program evaluation:

Student Placement: The evaluation team should look at what personnel, information, and services are available to the students. Each year the Division of Vocational-Technical Education requests the following placement information using a Student Placement form:

A. Number of students completing the program

B. Number of students who left prior to normal completion of the program

C. Number of students whose status is unknown

D. Number of students not available for placement

E. Number of students continuing their education

F. Number of students available for placement

G. Number of students employed full-time in a related field

H. Number of students unemployed

I. Number of students employed in field unrelated to their program of study

The answers to the questions above will supply the necessary input for the evaluation team in their analysis of the placement function in the institution. (see appendix A) For example, a program in Executive Secretarial Studies produced 20 completions and 4 students who left the program prior to normal completion. A profile of these 24 students starting the program and comparing them to the nine placement areas may appear as follows:

EXECUTIVE SECRETARY PLACEMENT REPORT

a.	Completions	20
b.	Left prior to normal completion	4
c.	Status unknown	1
d.	Number not available for placement	3
e.	Number continuing education	3
f.	Number available for placement	17
g.	Number employed full-time related	14
h.	Number unemployed	1
i.	Number employed unrelated	1

From the above information several questions may be asked.

1. Why did four students leave prior to normal completion and what happened to them?
2. What happened to the one student we list as "status unknown?"
3. In what way are the three students continuing their education?

4. We have 14 students employed in a program-related job. Where are they employed?

5. Why is one student unemployed?

6. Why is one student employed in a job unrelated to his program?

In answering these questions the evaluation team should take an indepth look at the placement function of the institution to make recommendations for its continuation, improvement, or termination. Such recommendations will be the evaluation of the placement function of the institution, vis-a-vis the program being evaluated.

Follow-up

Placing students in a job is only one indicator of a program's success. Whether or not the student completing the program stays on the job once placed or enjoys a promotion, are also indicators of success. Thus, a periodic follow-up survey is necessary and extremely important. Generally, the first survey is conducted four months after completion, usually in October, following graduation in June. This survey consists of a simple questionnaire which asks if the former students are working full-time or part-time on a program-related job, the name and address of his/her employer, whether or not he/she is in school full-time or part-time, in the military, or looking for a job (see appendix C). Salary is usually asked for at this time. The information collected on this survey is reported to the Division of Vocational-Technical Education. A low proportion of employed students at this time may reflect on the program and may suggest that further investigation of the reasons why the graduates are unemployed is necessary. This study may produce recommendations for program modifications.

The follow-up report for the secretarial program may appear as follows:

EXECUTIVE SECRETARY PROGRAM FOLLOW-UP REPORT

a. Completions 20
b. Status unknown (Did not return questionnaire) 5
c. Number not available for employment 3
d. Number continuing education 4
e. Number available for employment 8
f. Number employed full-time related 7
g. Number unemployed..... 0
h. Number employed unrelated 1
i. Median salary in full-time related employment $6,750

From the above information a number of questions may be asked.

1. How can the status unknown category be reduced or why was no response obtained from one-fourth of the graduates?
2. Was the goal of one-fifth of the group to continue their education, or did they continue due to being unable to secure adequate employment?
3. Why has the number of employed graduates dropped by one-half since initial placement four months ago?

Long-range follow-up is conducted two years after completion and indicates how well the former students think the program prepared him/her for the job. The total program should be rated by the student in terms of deficiencies and strong points. Feedback from the student should be the basis for revising the program. Various courses and course sequences can be rated in terms of his/her college experience (see Appendix D).

The long-range follow-up will produce the following report:

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EXECUTIVE SECRETARY PROGRAM
Long-Range Follow-up Report

Class of 1970

a. Completions 20

b. Status unknown 6

c. Number not available for employment 4

d. Number who continued education 4

e. Number employed full-time related 6

f. Number employed full-time unrelated 0

g. Median salary in full-time related employment $8,431

h. Rating of total secretarial program

1	2	3	4	5	6	7
Inadequate				^		Adequate

i. Rating of typing instruction

1	2	2	4	5	6	7
Inadequate					^	Adequate

j. Rating of office practices

1	2	3	4	5	6	7
Inadequate				^		Adequate

From this information the evaluation team may raise questions such as:

1. Why are only six of the original twenty graduates still working?

2. Do the graduates feel the program adequately prepared them for their job?

Employer Rating of Students

Job entry skills should be most obvious to the employer. The image a college enjoys within the business community depends on the experience employers have had with the school's former students. Persons who hire and supervise students are in a unique position to judge the adequacy of the program in terms of job-entry skills acquired.

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At the time of the four-month follow-up, it is possible to ask each student to provide the name and address of his/her supervisor with the understanding that a questionnaire will be sent seeking program evaluation information. There should be nothing clandestine about this aspect of the evaluation process. The message must be conveyed that it is the program and not the student that is being evaluated. See Appendix D for sample letter and questionnaire for employers.

The survey of employers should produce the following report.

EXECUTIVE SECRETARY EMPLOYER RATING REPORT

Skills Rated	Importance of Skill			Employee's Performance			
	E	D	U	VA	A	I	ND
Typing	5	1		3	2	1	
Shorthand	2	3	1	1	4		1
Office Management	3	2	1	2	3		1
Telephone	5	1		2	4		
Filing	3	3		1	4	1	
Promptness	7			3	2	1	
Attitude	6			4	2		

E - Essential
D - Desirable
U - Unnecessary

VA - Very Adequate
A - Adequate
I - Inadequate
ND - Not determined

From the information the following questions might be raised?

1. Is shorthand necessary for all executive secretaries?
2. Should more emphasis be placed on developing telephone skills?
3. Is the standard for filing skill adequate?

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Summary

The product of the community college career program has now been described in three ways: (1) student achievement, (2) placement and follow-up, and (3) employer rating. The team must assess the data provided in each of these facets in terms of what the members determine the program should produce, and then make recommendations to either continue, modify, or terminate the program.

Because "product data" are gathered routinely, regular reports may provide indicators of possible problem areas. A change in the number of placements or a drop in employer ratings may signal that a change has taken place within the program and suggest that an indepth review is advisable. Program personnel must keep in mind that product data are only indicators of what the program may or may not be doing and should not be confused with the actual product - the student.

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CHAPTER VII

PHASE V - EVALUATION OF THE COST BENEFITS (LEVEL II)

Any evaluation system should include, as a final phase, the relationship of program cost and benefits produced. This is particularly important at a time when the colleges face limited financial support for their operations. The information contained in this phase cannot be immediately translated into a decision to either terminate or continue a program. Rather, the information will form an important ingredient in the decision-maker's thinking before a definite decision is made.

In carrying out this final phase, the total cost of the program must be determined. The institution should be able to provide data for the following expenditure areas:

A. Administration

B. Evaluation and planning

C. Professional development

D. Instructional program development

E. Contracted instruction

F. Public relations

G. Instructional personnel

H. Instructional materials and supplies

I. Instructional equipment

J. Guidance, placement, and follow-up

These expenditures should also be broken out by source of revenue: tuition - local, State, and federal.

Upon reviewing expenditure areas, the team then considers the benefits obtained. Since the word "benefit" suggests a variety of subjective or abstract interpretations, perhaps it would be more accurate to say that there are some indicators of benefits that the team may consider. One basic indicator is that of enrollment - i.e., the number of students in a program. With this information the team can compare total costs with total number of enrolled students. A refinement of this indicator would be to consider the number of credit hours produced in the program or the number of total faculty-student contact hours. Data from comparable programs within the State or from similar institutions in other states may be useful.

Data obtained from the product phase should supply other indicators. They are:

1. Student achievement
2. Placement and follow-up
3. Employer's rating

Other possible indicators that the team may wish to consider are:

1. Local and State manpower needs relative to the program.
2. Contribution to the quality of life.
3. Comparison of entry-level salaries for students enrolled in the program with persons completing high school only.

Once the team reviews information on cost and benefit indicators, it may wish to reexamine the process phase and/or the installation phase for possible program modification. Returning to these phases would be particularly indicated if a recommendation to terminate a program is contemplated.

As with previous phases, the team should conclude its work with a recommendation to either continue a program as is, continue with certain

modifications, or to suspend or terminate a program.

The thoughts and suggestions which have been presented in this final section will certainly give neither the team nor the institution a ready-made, decision-making formula. However, it is hoped, that the application of cost benefit evaluation will complete the overall evaluation framework suggested in this document.

APPENDIX

SAMPLES OF DATA GATHERING FORMS

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APPENDIX A

PROGRAM PROPOSAL MANUAL

FOREWORD

The Maryland State Board for Community Colleges and the Division of Vocational-Technical Education of the Maryland State Department of Education have jointly developed this Program Proposal Manual for the community colleges in Maryland. The Maryland Community College Program Development Council, composed of academic administrators of the community colleges, provided valuable guidance in the development of the Manual.

The Manual is intended to:

- Provide guidance to community colleges in preparation of new program proposals for presentation to local boards of trustees;
- Identify elements and information needed by State agencies in the evaluation and review of the program proposals;
- Indicate the procedural steps and time schedule in the approval process.

Included in the Manual are a description of the proposal procedure and process, the criteria for review of program proposals, a program proposal format to be used in submitting proposals, the HEGIS Taxonomy, and the functional account codes of the uniform accounting system used by the community colleges.

It is the intention of the State Board staff to revise this Manual in February 1975, if necessary, after it has been used by the community colleges. We believe that this Manual will provide a more efficient submission process, allow for more effective proposal review, and finally provide a foundation for subsequent program evaluation.

Alfred C. O'Connell
Executive Director
Maryland State Board for Community Colleges

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APPENDIX A

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

INSTITUTIONAL PROPOSAL FOR NEW PROGRAM

_____ _____
College Date

The information and estimates enclosed are complete and accurate to the best of my knowledge. The offering of the proposed program is consistent with the college's annual and long-range plans.

Signed: _____ _____
President Date

Enclosure: 5 copies

(For SBCC Use)

Received by: _____ _____
SBCC Representative Date

Program Proposal sent by the SBCC to the MCHE: _____
Date

Program Proposal sent by the SBCC to the DVTE: _____
Date

Program Proposal comments received from the MCHE: _____
Date

Notification to the SBCC of the DVTE action: _____
Date

Program (endorsed) (not endorsed) by the SBCC: _____
Date

Program Proposal returned to the college: _____ _____
SBCC Representative Date

NOTE: The college will notify the State Board for Community Colleges upon final local Board action on the program.

S A M P L E

A-2

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MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM PROPOSAL*

College: _____ Submission Date: _____

Program Title: _____ HEGIS Code: _____

Proposed Implementation Date: _____ USOE Code: _____

A - PROGRAM DESCRIPTION (Check as many as appropriate)

1. ☐ A.A. Degree ☐ Transfer ☐ Option(s)

   ☐ Certificate ☐ Occupational ☐ Revision

2. Write, as it would appear in the college catalog, a brief program description giving particular attention to the specific student competencies to be developed. State major objectives of the program in clear, explicit terms that prospective students can use as an accurate description of the program. (Give separate description for each option.)

* If additional space is needed for reply to any item, please attach additional sheets as necessary.

S A M P L E

3. Are there any unique requirements (in addition to general college admission requirements) that the student must meet for admission to this program?

☐ No ☐ Yes If Yes, please list requirements.

4. Is a work experience or field project a required part of this program?

☐ No ☐ Yes If Yes, please give details, or if experience is organized as a course, refer to course description.

5. Can part of this program be completed by the student through advanced placement, credit by examination, or prior experience?

☐ No ☐ Yes If Yes, please give details.

6. Can this program be pursued by part-time (day and evening) students?

☐ Yes ☐ No If No, please explain.

7. Are program graduates required to meet certification or licensure requirements prior to employment?

☐ No ☐ Yes If Yes, please give details.

S A M P L E

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c. List all required courses in the order in which the college feels the student should complete them. If there is no sequential arrangement for certain courses, so indicate. List elective courses separately. Mark all new courses with * and attach complete course description. Mark all occupational courses with **.

Program Title: _____
(as it will appear in college catalog)

HEGIS Code: _____ USOE Code: _____

Course Code No.	Course Title	Credit Hours	Student Contact Hours
	TOTALS		

NOTE: Refer to Maryland Standards for Two-Year Colleges for required course work distribution and general education requirements.

S A M P L E

B - OBJECTIVES

1. List the specific program objectives that were used to develop the curriculum for this program. Opposite each objective list the course code number for the course(s) that are appropriate to that objective. A course can be listed more than once.

Objectives	Appropriate Courses (Code No.)

C - JUSTIFICATION OF PROGRAM

1. List the job titles and/or organizational affiliation of the members who served on the program advisory committee for this program.

Program Advisory Committee Job Title and/or Organizational Affiliation	

SAMPLE

2. Student Interest: Based on your local survey of student interests, enter estimated enrollments for the first five years of the program in the table below. (NOTE: 3 part-time students = 1 full-time student.)

Enrollments	Year				
	First	Second	Third	Fourth	Fifth
Full-time					
Part-time					
Full-time Equivalents					

3. Manpower Needs: Based on information available to the Maryland State Board for Community Colleges from various federal and State agencies, estimates of national and State manpower needs appropriate to the proposed program are tabled below. (Number of new and replacement job openings per year.)

Projected Employment Opportunities	Year				
	First	Second	Third	Fourth	Fifth
National					
State					
Regional					

4. Based on information gathered by the college, college service area employment opportunities related to the proposed program are entered below. (Number of new and replacement job openings per year.)

Local Employment Opportunities	Year				
	First	Second	Third	Fourth	Fifth

5. Give examples of job titles used locally to designate the jobs for which above projections were made and enter projected salaries for typical program graduate.

Examples of Job Titles

S A M P L E

Projected Salary	High	Low	Average
Beginning			
After 2 years experience			
After 5 years experience			

6. Estimate the number of certificates or degrees awarded from the program for the first five years of the program and enter below.

Projected Graduates	Year				
	First	Second	Third	Fourth	Fifth
A.A. Degree					
Certificate					
Other benchmarks of success*					

* Please specify: _____

_____

7. From information obtained from the State Board for Community Colleges, a listing of similar programs and their location is tabled below.

College or Other Source	Program Title	Current Enrollment	No. Graduates Annually

S A M P L E

8. Please describe how the data obtained about student interest and local employment was obtained.

9. Describe efforts made to work out cooperative program arrangements with any institution listed earlier as having similar programs. Please describe any arrangements made as well as reasons for lack of cooperative arrangements.

S A M P L E

10. Give evidence that the new program relates to the college's annual and long-range plans developed for the DVTE and the SBCC.

D - ARTICULATION

1. List contacts made with (a) local secondary school systems, (b) post-secondary educational institutions, (c) licensing agencies, and (d) other community agencies as appropriate to the new program for purposes of program articulation and/or cooperative work study arrangements. Give details where firm commitments or contracts have been made. In addition, describe what impact this program will have upon the racial balance of similar programs in other Maryland colleges and universities.

S A M P L E

2. Is this program intended to be a regional program?

☐ No ☐ Yes If Yes, describe geographic area to be served and expected out-of-county/out-of-city enrollment.

E - IMPACT ON EXISTING COLLEGE PROGRAMS

1. Will the new program, when implemented, result in changed enrollments in other programs?

☐ No ☐ Yes If Yes, please give estimates of effects.

2. Will the new program, when implemented, result in the termination of other program(s)?

☐ No ☐ Yes If Yes, please list program(s).

3. Does the proposed program have a termination date?

☐ No ☐ Yes If Yes, please indicate date. _____

S A M P L E

F - REQUIREMENTS FOR IMPLEMENTATION

1. Estimate the total number of new personnel required for the first five years of the program in the table below. (Use decimal equivalents when appropriate.) Attach job description(s) and qualification(s) for each new position(s).

Estimated Number of New Personnel Required (Noncumulative)	Year				
	First	Second	Third	Fourth	Fifth
New Administrators					
New Faculty					
New Staff					
TOTALS					

2. List and describe all special new equipment needed to implement the program. (Divide equipment to be purchased between operational and capital budget items.)

3. In addition to the new personnel tabled above, give evidence that existing staff is adequate to provide continuing administrative and supervisory support of the program and that students have access to counseling services designed to provide career information, planning, job placement, and follow-up services.

4. Will new or renovated facilities be required to implement the program?

☐ No ☐ Yes If Yes, please attach description of required facilities.

S A M P L E

G - COST ESTIMATES

1. Complete the tables below based on NEW REQUIREMENTS listed in section F and your most accurate estimate of operational salaries and equipment costs and capital equipment and facilities costs. (Enter amounts in Functional Codes that apply.)

Noncumulative Operational Costs

Account Code	Year				
	First	Second	Third	Fourth	Fifth
10 Personnel					
10 Equipment					
20 Personnel					
20 Equipment					
30 Personnel					
30 Equipment					
40 Personnel					
40 Equipment					
50 Personnel					
50 Equipment					
60 Personnel					
60 Equipment					
70 Personnel					
70 Equipment					
80 Personnel					
80 Equipment					
90 Personnel					
90 Equipment					
TOTALS: (1) Personnel					
(2) Equipment					

Noncumulative Capital Costs

TOTALS	Year				
	First	Second	Third	Fourth	Fifth
(3) Facilities					
(4) Equipment					

Noncumulative Total Cost

GRAND TOTAL of (1), (2), (3), and (4) above	Year				
	First	Second	Third	Fourth	Fifth

2. Current college full-time equivalent student cost: $ _____

S A M P L E

3. Are any non-State funds available to support the new program from public or private sources?

☐ No ☐ Yes If Yes, detail below.

Source	Amount
	$

H - PROGRAM EVALUATION

Describe how the college will evaluate the success of the program in relation to the stated objectives of the program.

S A M P L E

APPENDIX B

STUDENT PLACEMENT QUESTIONNAIRE

A two year public community college
ROCKVILLE, MARYLAND 20850 ☎ (301) 762-7400

OFFICE OF INSTITUTIONAL RESEARCH

BEST COPY AVAILABLE

PLACEMENT QUESTIONNAIRE

DRAFT COPY
For Discussion Purposes Only
OFFICE OF INSTITUTIONAL RESEARCH

PLEASE PLACE A CHECK MARK IN THE APPROPRIATE BLANK AND FILL IN DETAILS AS APPROPRIATE.

NAME_____ SS#_____ 2-10
(Please print)

PERMANENT ADDRESS_____ 11-40

_____

Curriculum Studied at MC_____ 41-42

FUTURE PLANS

☐ Transfer to a College or University 43

Name of Institution_____ 44-45

Location _____

Major field of study_____ 46-47

☐ Work 48

Occupation_____ 49-50

Employer _____

County and State_____ 51

Expected Weekly Salary before taxes_____ 52-54

☐ Military 55

Branch_____ 56

☐ Other 57

Explain_____ 58-59

MARITAL STATUS ☐ Married 60

☐ Single

OIR 4-72

APPENDIX C

GRADUATE FOLLOW-UP QUESTIONNAIRE

BEST COPY AVAILABLE

Name _____

Address _____

_____
city state zipcode

1. ARE YOU ATTENDING A COLLEGE OR UNIVERSITY THIS FALL?

☐ 1 Yes, Full-Time
☐ 2 Yes, Part-Time
☐ 3 No

If yes, what is the name of your school? _____

major? _____

2. ARE YOU PRESENTLY WORKING?

☐ 1 Yes, Full-Time ☐ 2 Yes, Part-Time ☐ 3 No

If yes, is your work related to your community college studies? ☐ 1 Yes ☐ 2 No

EMPLOYER'S NAME AND ADDRESS _____

_____

3. ARE YOU IN THE MILITARY? ☐ 1 Yes ☐ 2 No

4. ARE YOU SEEKING EMPLOYMENT? ☐ 1 Yes ☐ 2 No

CATONSVILLE COMMUNITY COLLEGE

GRADUATES OF CAREER PROGRAMS

Please correct mailing address below:

Name: _____

Address: _____

_____

If you are currently employed, please go directly to Section B. If you are not currently employed, please answer Section A.

SECTION A: GRADUATES NOT CURRENTLY EMPLOYED

Check (✓) the response you choose.

1. After graduating from CCC, have you been employed?

____1. Yes, part-time
____2. Yes, full-time
____3. Not at all

2. The primary reason you are not currently employed is ...

____1. Family responsibilities
____2. Military status
____3. Student status
____4. Few job openings
____5. Most jobs require additional education
____6. Other, please specify: _____

3. Are you currently ...

____1. Attending college part-time
____2. Attending college full-time
____3. Not attending college, but plan to
____4. Not attending college and have no immediate plans to

4. If you are attending college, how does your current major program area relate to your CCC program area?

____1. They are the same
____2. They are closely related
____3. They are somewhat related
____4. They are not related at ali

Stop here and return the questionnaire!

If you have been employed after your CCC graduation, please complete and return insert sheet, Page 5.

Thank you!

SECTION B: GRADUATES CURRENTLY EMPLOYED

For Questions 1 - 7, please check (✓) the response you choose.

1. Are you currently employed ...

____1. full-time
____2. part-time

2. Did you hold your present job while attending CCC?
(Check 'Yes' even if you worked part-time at that job while attending CCC and are now working full-time.)

____1. yes
____2. no

3. Is your current job located in ...

____1. Baltimore County
____2. Baltimore City
____3. Washington, Prince George or Montgomery County Area
____4. other Maryland location
____5. out-of-state

4. The most accurate relationship between your career program at CCC and job is ...

____1. program helpful and directly related to job
____2. program helpful and slightly related to job
____3. program not helpful and slightly related to job
____4. program not helpful and directly related to job
____5. program not at all related to job

5. Your annual salary before deductions is ...
(If you are working part-time, please calculate your salary on a full-time basis.)

____1. below $5,000
____2. $5,000 to $7,000
____3. $7,000 to $9,000
____4. $9,001 to $11,000
____5. above $11,000

6. Prior to graduating from CCC, did you have work experiences related to your current position?

____1. No, none that was related
____2. Yes, work experience that was somewhat related
____3. Yes, up to one year of directly related work experience
____4. Yes, one to five years of directly related work experience
____5. Yes, more than five years of directly related work experience

7. Since graduating from CCC, have or are you ...

A. enrolled in college courses

____1. yes, part-time
____2. yes, full-time
____3. no, I chose not to
____4. no, but I plan to

B. enrolled in training courses offered by your employer, company or organization

____1. yes
____2. no, they are not available
____3. no, I chose not to
____4. no, but I plan to

For Questions 8 - 10, please write the number representing your response on the line provided.

8. Please rate your satisfaction with your present job using the following scale ...

1. highly dissatisfied
2. dissatisfied
3. satisfied
4. highly satisfied

_____1. salary
_____2. opportunity for advancement
_____3. opportunity for salary increase
_____4. fringe benefits
_____5. your job
_____6. opportunities for friendships with co-workers
_____7. communication with superiors
_____8. importance of your job
_____9. opportunity to do the things you were trained to do

9. Compared to persons in your field who have *not yet earned an A.A. degree or completed a similar program, but have about the same amount of experience*, please rate the degree to which you feel you ...

Nursing Graduates: please compare yourself to 3-year hospital nursing school graduates who have about the same amount of experience.

1. never
2. sometimes
3. usually
4. always

_____1. had a better chance of being employed
_____2. have more opportunity for job promotion
_____3. perform job tasks requiring a higher level of skills
_____4. earn a higher salary
_____5. are more satisfied with your job

Is an A.A. degree required for the job you hold? *(Please check)*

_____ 1. Yes
_____ 2. No, but it's preferred
_____ 3. No, and no preference is given

10. *Please write in the corresponding number of the response below which best describes how you feel about the career-vocational courses you took at CCC.*

0. not applicable
1. not adequate
2. adequate
3. more than adequate

_____1. The variety of courses was ... .
_____2. The introduction to the various areas of knowledge required in my career was ... .
_____3. The depth of the various areas of knowledge required in my career was ... .
_____4. The presentation of job activities and career opportunities in my field included in courses was ... .
_____5. The emphasis on practical application of course material was ... .
_____6. The currency of test and laboratory equipment was ... .
_____7. The quantity of test and laboratory equipment was ... .
_____8. The opportunity to learn job skills required by my career was ... .
_____9. The theoretical understanding of the skills required in my career was ... .
_____10. The preparation for my future given me by courses was ... .
_____11. The number of elective courses was ... .
_____12. The opportunity to take courses outside of my major career area was ... .
_____13. The emphasis on analysis of course material as opposed to memorization was ... .
_____14. Overall, my satisfaction with courses in my career area was ... .

11. *The following statements describe experience you may have had at Catonsville Community College. Using the following scale, please indicate your degree of agreement with the statement.*

1. highly disagree
2. disagree
3. agree
4. highly agree

WHILE AT CCC:

_____1. I became more aware of why others believe and act as they do.
_____2. I learned to weigh the pros and cons of various courses of action before I made a decision.
_____3. I began to feel more personally responsible for my actions than I had in the past
_____4. I learned to set goals that were suited to my abilities.
_____5. I made more attempts to develop relationships with students than I had in the past.
_____6. I became more tolerant of differing viewpoints on issues of interest to me.
_____7. I was more concerned with my own, rather than others' evaluations of my accomplishments.
_____8. I began to better understand myself.
_____9. I became more able to get along with persons different than myself.

Please write your job title and name and address of your current employer. Show the subdivision of the organization in which you work. If you work for a government organization or agency, show the full organizational designation, such as department, bureau, division, section, and the like.

_____ Your job title

_____ Employer organization

_____ Subdivision of organization, if appropriate

_____ Street

_____ City, State, Zip Code

Please write the name and job title of your immediate supervisor.

_____ Supervisor's Name

_____ Supervisor's Job Title

Are there additional skills or areas of knowledge that you feel should be added to your career program at CCC?

Are there specific skills or areas of knowledge that you feel should be eliminated from your CCC career program?

Are there any courses which you feel could be altered or eliminated in your career program?

Do you now feel that any specific courses were vital to preparing you for your job?

Do you have any additional comments or suggestions regarding your career program and how it relates to your job?

Stop here and return this questionnaire

If you are currently employed, please write your name on the Employer Questionnaire and ask you immediate supervisor to complete it.

Thank you for your assistance!

CATONSVILLE COMMUNITY COLLEGE

Thank you so much for responding to the recent survey of graduates of Catonsville Community College career programs. It is through your opinions of educational experiences at CCC as well as the relationship of your CCC program to your on-the-job experience that we are best able to evaluate our current programs. We greatly appreciate the time and efforts you have expended in assisting in this evaluation.

Sincerely,

Cheryl Opacinch

Cheryl A. Opacinch, Ed.D.
Coordinator of Institutional Research

CAO:n

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MONTGOMERY COLLEGE

A two year public community college
ROCKVILLE, MARYLAND 20850 (301) 762-7400

Dear Graduate:

We need your help!

Every year we are asked by members of the College community to discover what our graduates are doing. Each fall we, therefore, survey students who received a degree or certificate during the preceding academic year. Would you please complete those parts of the enclosed questionnaire which pertain to you and return it in the self-addressed stamped envelope.

Your assistance in this project will be appreciated by all those concerned with improving the educational program of Montgomery College.

Sincerely,

Robert Gell

Robert Gell
Dean of Institutional Research
and Analysis

RLG:aml

Enclosures

MONTGOMERY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

GRADUATE FOLLOW-UP QUESTIONNAIRE

2-10 _____
(correct name)

11-31 address _____

_____

32-38 social security no. _____

PLEASE CHECK THE APPROPRIATE BOX OR COMPLETE AS APPROPRIATE

39 ARE YOU NOW....? (Check one only)

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
In school	In military service	Employed full-time	Unemployed and/or looking for a job	Housewife	Other
Please complete Parts B and E	*Please complete Parts B and E*	*Please complete Parts C and E*	*Please complete Parts D and E*	*Please complete Part E*	*Please complete Part E*

PART A

IF YOU ARE IN SCHOOL

40 ARE YOU CURRENTLY ENROLLED FULL-TIME 1 OR PART-TIME 2 AT ...

41

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
The University of Maryland	A Maryland State College	A Maryland Private College or University	A University or College in Washington, D.C.	A University or College not in Maryland or D.C.	A Trade or Technical School	I'm attending Montgomery

42-43 WHAT IS YOUR CURRENT MAJOR? _____ NAME OF TRANSFER COLLEGE OR UNIVERSITY _____
44-45

46 DID YOU LOSE ANY CREDITS IN TRANSFERRING FROM M.C. TO YOUR PRESENT SCHOOL? 1 ____Yes 2 ____No 3 ____Don't know

If yes, how many and in what courses? _____

_____

47 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR PRESENT ACADEMIC STUDIES?

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Not at all	A little	Well	Very well	Excellently

Please go to Part E.

PART B

IF YOU ARE IN THE MILITARY PLEASE ANSWER THIS QUESTION

48 DO YOU INTEND TO ....?

☐ 1	☐ 2	☐ 3	☐ 4
Make a career of the military service	Return to school after service	Return to, or find a job after service	Other, *please specify* _____

Please go to Part E.

2

PART C

IF YOU ARE EMPLOYED PLEASE ANSWER THESE QUESTIONS

Employer: _____

Address: _____

MAY WE HAVE YOUR PERMISSION TO SEND YOUR SUPERVISOR A QUESTIONNAIRE REGARDING MONTGOMERY PROGRAMS?

If yes, please give his/her name: _____

Job title of your position: _____

Next anticipated position: _____

49 USING THE CODE BELOW WHAT IS YOUR CURRENT WEEKLY INCOME WITHOUT OVERTIME, BEFORE DEDUCTIONS.

0-$100	$101-$115	$116-$130	$131-$145	$146-$160	$161 & over
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

50-51 HOW MANY HOURS PER WEEK ARE YOU EMPLOYED? _____

52 HOW LONG HAVE YOU BEEN EMPLOYED IN YOUR PRESENT POSITION?

Less than 1 yr.	1-2 yrs.	3-5 yrs.	6-10 yrs.	11 yrs. or more
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

53 ARE YOU PRESENTLY EMPLOYED IN:

Montgomery County	Other County in Md.	Baltimore City	Washington, D.C.
☐ 1	☐ 2	☐ 3	☐ 4

Delaware, Pa., Virginia or West Virginia	Other Out-of-State Location
☐ 5	☐ 6

54 WHO HELPED YOU TO LOCATE YOUR FIRST JOB AFTER GRADUATING FROM MONTGOMERY COLLEGE?

Faculty Member	M.C. Placement Office	Employment Agency
☐ 1	☐ 2	☐ 3

Family or Friend	Other Method	Held same job while attending Montgomery
☐ 4	☐ 5	☐ 6

55 WHAT IS THE RELATIONSHIP BETWEEN YOUR PROGRAM AT MONTGOMERY AND YOUR JOB?

Directly related	Somewhat related	Vaguely related	Not at all related
☐ 1	☐ 2	☐ 3	☐ 4

3

56 IF YOUR RESPONSE IS "NOT AT ALL RELATED" THEN CHECK THE APPROPRIATE REASON BELOW:

- ☐ 1 Could not find job in field
- ☐ 2 Better pay than in field of study
- ☐ 3 Better opportunity for advancement than in field of study
- ☐ 4 Wanted to explore other work possibilities
- ☐ 5 Did not want to work in field once I graduated
- ☐ 6 Other: _____

57 PLEASE RATE YOUR OVERALL SATISFACTION WITH YOUR CURRENT JOB.

☐ 1 Highly dissatisfied ☐ 2 Dissatisfied ☐ 3 Satisfied ☐ 4 Highly satisfied

58 PLEASE RATE YOUR SATISFACTION WITH THE PREPARATION MONTGOMERY PROVIDED YOU FOR YOUR JOB.

☐ 1 Highly dissatisfied ☐ 2 Dissatisfied ☐ 3 Satisfied ☐ 4 Highly satisfied

Please go to Part E.

PART D

IF YOU ARE UNEMPLOYED AND LOOKING FOR A JOB ANSWER THIS QUESTION

59 If you are unemployed and seeking a job what is the major reason you feel you have been unable to locate employment?

- ☐ 1 Salary too low in the field for which I am trained
- ☐ 2 There are very few openings in the field for which I am trained
- ☐ 3 I need more education to qualify for the job I want
- ☐ 4 I have changed my career objective since graduation
- ☐ 5 I really am not looking for a job right now

Please go to Part E.

PART E

GENERAL

60 WHAT PART OF MONTGOMERY'S PROGRAM WAS MOST IMPORTANT IN YOUR CHOICE TO ATTEND?

☐ 1 Special courses ☐ 2 Financial Aid ☐ 3 Job Placement Service ☐ 4 General Reputation ☐ 5 Open Admission Policy ☐ 6 Other, *please specify* _____

61 DID YOU REGRET YOUR CHOICE OF COURSES AT MONTGOMERY COLLEGE?

☐ 1 Yes ☐ 2 No

If so, what do you wish you had taken? _____

4

DID YOU BENEFIT FROM THE INSTRUCTION?

☐ 1 No ☐ 2 Very little ☐ 3 Somewhat ☐ 4 Very much

DID YOU BENEFIT FROM THE COUNSELING?

☐ 1 No ☐ 2 Very little ☐ 3 Somewhat ☐ 4 Very much

WERE THE CLASSES TOO DIFFICULT?

☐ 1 No ☐ 2 A little ☐ 3 Somewhat ☐ 4 Very much

WHAT WOULD YOU MOST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

_____

_____

WHAT WOULD YOU LEAST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

_____

_____

WHAT WAS THE MOST IMPORTANT REASON YOU CHOSE TO ATTEND MONTGOMERY COLLEGE? (Check only one)

☐ 1 Low cost
☐ 2 College conveniently located
☐ 3 Program I wanted was offered
☐ 4 Denied admission to another school of my choice
☐ 5 Had academic problems at another school
☐ 6 Good reputation at Montgomery
☐ 7 Advice of others
☐ 8 Wanted to live at home while attending college
☐ 9 Other (write in) _____

_____

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

☐ 1 Not at all ☐ 2 A little ☐ 3 Well ☐ 4 Very well ☐ 5 Excellently

IF YOU HAD IT ALL TO DO OVER AGAIN WOULD YOU ATTEND MONTGOMERY?

Yes ☐ 1 No ☐ 2

COMMENTS

_____

_____

_____

PLEASE RETURN COMPLETED QUESTIONNAIRE IN ENCLOSED, STAMPED, SELF-ADDRESSED ENVELOPE TO:

68-69

70

71-72

OFFICE OF INSTITUTIONAL RESEARCH
MONTGOMERY COMMUNITY COLLEGE
51 MANNAKEE STREET
ROCKVILLE, MARYLAND 20850

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MONTGOMERY COLLEGE
A two year public community college
ROCKVILLE, MARYLAND 20850 (301) 762-7400

OFFICE OF INSTITUTIONAL RESEARCH

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OFFICE OF INSTITUTIONAL RESEARCH

POST GRADUATE SURVEY

Please place a check mark in the appropriate box and fill in details as appropriate. Your responses will assist in the evaluation of the College's educational program.

Name _____ SS# ☐☐☐ ☐☐ ☐☐☐☐ 2-10
Last First
(Please print and indicate if your name has changed since you attended MC)

Permanent Address _____ _____ 11-40

Curriculum in which you graduated from MC _____ 41-42

Post Graduation Activity

Transferred to a College or University

☐ 1 Full-Time 43

☐ 2 Part-Time
Name of Institution _____ 44-45
Location _____
Major field of study _____

Work

☐ 1 Full-Time 48

☐ 2 Part-Time
Occupation _____ 49-50
Employer _____
County and State _____ 51
What is your weekly salary before taxes? $_____ 52-54

☐ Military 55
Branch _____ 56

☐ Other 57
Explain _____ 58-59

Marital Status ☐ 1 Married ☐ 2 Single 60

If you are working is your job related to what you studied at MC? 61
☐ Yes ☐ No

If you are not working are you seeking employment? 62
☐ Yes ☐ No

If you are seeking employment have you contacted your College Placement Office? ☐ Yes ☐ No 63

Thank you for your cooperation.

OIR 5-72

OFFICE OF INSTITUTIONAL RESEARCH
HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

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Name _____ (_____)
(married name)

Year of Graduation _____

Curriculum _____

1948-73 GRADUATE FOLLOW-UP STUDY

June, 1973

Permanent address (if different from that on envelope) _____

_____

I. PRESENT STATUS

1. What is your present status? (pease check one only)
   - _____1. I am employed full-time and am not currently enrolled in a college or university.
   - _____2. I am employed full-time and am enrolled part-time in a college or university.
   - _____3. I am employed full-time and am enrolled full-time in a college or university.
   - _____4. I am employed part-time and am enrolled full-time in a college or university.
   - _____5. I am not employed and am enrolled full-time in a college or university.
   - _____6. I am not employed and am enrolled part-time in a college or university.
   - _____7. I am in the Armed Forces and not enrolled in a college or university.
   - _____8. I am in the Armed Forces and am enrolled part-time in a college or university.
   - _____9. I am in the Armed Forces and am enrolled full-time in a college or university.
   - ____10. I am unemployed but am seeking employment.
   - ____11. None of the above. (Including housewives, retirees, those in training programs, etc.)

2. What are your present education goals?
   - _____1. I am currently enrolled full-time in a college or university.
   - _____2. I am currently enrolled part-time in a college or university.
   - _____3. I plan within the next year to return to college.
   - _____4. I plan to return to college someday.
   - _____5. I am currently enrolled in a specific training program.
   - _____6. I have no plans at the present to continue my education.
   - _____7. My educational plans are unknown at this point.

3. Please check the highest degree held:
   - _____1. A.A.
   - _____2. Bachelor's
   - _____3. Master's
   - _____4. LL.B.
   - _____5. M.D. or D.D.S.
   - _____6. Ph.D. or Ed.D.
   - _____7. Other (please specify) _____

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II. EMPLOYMENT

(Please complete this section only if you are employed full-time; otherwise skip to section III).

4. Occupation or job title _____

   Employer _____

   Address _____

5. What is your current annual salary range (without overtime)?
   - ____1. Up to $5,000
   - ____2. $5,000 to $7,499
   - ____3. $7,500 to $9,999
   - ____4. $10,000 to $12,499
   - ____5. $12,500 to $14,999
   - ____6. $15,000 to $19,999
   - ____7. $20,000 to $24,999
   - ____8. $25,00 or over

6. Where is your job located?
   - ____1. Hagerstown
   - ____2. Within Washington County
   - ____3. Western Maryland
   - ____4. Maryland
   - ____5. W.Va., Va., D.C., or Pa. (within 100 miles of Hagerstown)
   - ____6. Outside these areas

7. Please check one only:
   - ____1. My job is in the occupation for which I was prepared at HJC.
   - ____2. My job is related to the education I received at HJC.
   - ____3. My job is not related to the education I received at HJC.

III. EDUCATION

(Please complete this section only if you are enrolled full-time in a college or university; otherwise skip to section IV).

8. In which college or university are you currently enrolled:

   _____

9. Which of the following best describes your status? (please check one only)
   - ____1. Junior
   - ____2. Senior
   - ____3. Graduate school
   - ____4. Professional school
   - ____5. Other (please specify)

     _____

10. What is your major field of study? (please check one only)
    - ____1. Agriculture & Conservation
    - ____2. Architecture
    - ____3. Biological and Health Science
    - ____4. Business
    - ____5. Education
    - ____6. Engineering
    - ____7. English-Speech-Literature
    - ____8. Home Economics
    - ____9. Humanities (Art, Music, Drama)
    - ____10. Journalism
    - ____11. Languages
    - ____12. Law
    - ____13. Math or Physical Sciences
    - ____14. Social Sciences
    - ____15. Other (please specify)

      _____

11. How related is your present major to your curriculum at HJC?
    - ____1. They are identical.
    - ____2. They are closely related.
    - ____3. They are somewhat related.
    - ____4. They are not related.

12. What is your approximate cumulative grade point average at the College you are now attending? (Please indicate if it is not based on a 4.0 scale).

____3.5 - 4.0	____2.0 - 2.49
____3.0 - 3.49	____below 2.00
____2.5 - 2.99	

EVALUATION OF HJC

13. Please rate the following aspects of HJC as you knew them while attending HJC. Place the appropriate number on the blank preceding each aspect.

1. Excellent or superior
2. Good or above average
3. Average
4. Fair, below average, or of little value
5. Poor

(Please mark (X) if you have no basis for rating the aspects).

____Teaching Faculty	____Inter-collegiate Athletics
____Student-Teacher Relations	____Intramurals
____Learning Atmosphere	____Job Placement
____Fellow Students	____Financial Aid
____Administration	____Cafeteria - Food Service
____Course Selection	____Bookstore
____Curriculum Selection	____Facilities
____Counseling	____Library
____Freshman Orientation	____Learning Resource Centers
____Registration and Records	
____Student Activities	

Other Comments?_____

14. Have your educational goals been changed because of your experience at HJC? If so, how?_____

_____

15. If you had it to do over again, would you enroll at HJC?

____Yes ____No ____Doubtful

Why?_____

16. Would you recommend HJC? ____Yes ____No ____Doubtful

17. What comments or suggestions for improvement would you make?

_____

_____

_____

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MONTGOMERY COLLEGE
A two year public community college
ROCKVILLE, MARYLAND 20850 ■ (301) 762-7400

OFFICE OF INSTITUTIONAL RESEARCH

1972 GRADUATE SURVEY

PLEASE PLACE A CHECK MARK IN THE APPROPRIATE BLANK AND FILL IN DETAILS AS APPROPRIATE.

NAME_____ SS#_____ _____ _____ 2-10
(Please print)

PERMANENT ADDRESS_____ 11-40

_____

Curriculum Studied at MC_____ 41-42

FUTURE PLANS

☐ Transfer to a College or University 43

Name of Institution_____ 44-45

Location _____

Major field of study_____ 46-47

☐ Work 48

Occupation_____ 49-50

Employer _____

County and State_____ 51

Expected Weekly Salary before taxes_____ 52-54

☐ Military 55

Branch_____ 56

☐ Other 57

Explain_____ 58-59

MARITAL STATUS ☐ Married 60

☐ Single

OIR 4-72

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FOLLOW-UP QUESTIONNAIRE OF MEDICAL ASSISTANT STUDENTS

DRAFT COPY
For Discussion Purposes Only
OFFICE OF INSTITUTIONAL RESEARCH

Date _____

Name _____
Last Maiden First Initial

Address _____
Street and No. City State Zip

Telephone _____

Date you received your Medical Assisting Certificate _____

or A. A. degree _____

If you did not receive a Certificate, what part of the training is missing?

_____

Have you attempted any parts of the AAMA Certifying Examination?_____

If Yes, mark those parts ATTEMPTED with the letter "A" and those parts passed with the letter "P"

1. Medical Terminology, Anatomy, and Physiology.
2. Personal Adjustment and Human Relations; Oral Communications; Medical Ethics and Etiquette.
3. Medical Law and Economics.
4. Office Skills; Secretarial and Administrative Procedures; Written Communications.
5. Accounting, Credits and Collections; Records, Medical and Non-Medical.
6. Examination Room Techniques; Sterilization Procedures; Care of Equipment.
7. Laboratory Orientation (Urinalysis; Hematology; Bacteriology; Immunology and Injections; X-Ray, Electrocardiography; Physiotherapy).

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If not currently employed, please check one of the following reasons:

Attending college _____ Homemaker _____ Cannot find employment _____ Other _____

If employed, is your employment--Part time? _____ Full time? _____

Present Position _____ How long employed? _____

Present Employer _____

Type of Business _____

Address _____
Street and No. City State Zip

Telephone _____

If you are employed in a medical office, clinic, etc., please answer the following questions:

Total number of persons currently employed in your office, clinic, etc. _____

Number of each type of employee in your office, clinic, etc.

___ Medical Assistant ___ Registered Nurse ___ Other _____

___ Medical Secretary ___ Licensed Practical Nurse ___ Other _____

___ Physician's Assistant ___ Other _____

What are your weekly earnings BEFORE TAXES AND OTHER DECUCTIONS?

___ $ 0 - $ 89 ___ $110 - $119 ___ $140 - $149

___ 90 - 99 ___ 120 - 129 ___ 150 - 159

___ 100 - 109 ___ 130 - 139 ___ 160 and over

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Have you had a career advancement in the past year? _____Yes _____No

If YES, please check the kind of advancement:

1. ____ Increase in salary. How much? _____per week, _____per month, or _____per year
2. ____ Increase in fringe benefits? What kind?_____
3. ____ Increase in responsibilities? Describe _____
4. ____ Promotion. Describe _____
5. ____ New Job Title. Describe _____
6. ____ Other. Describe _____

Is this your initial job after graduation from Montgomery College? ___Yes ___No

If NO, why did you change jobs? _____

Did your training at Montgomery College equip you to be productive at an entry-level job as a medical assistant? ___Yes ___No

If NO, why not? _____

Did your training at Montgomery College equip you to advance to a position of increasing responsibility after a reasonable amount of experience? ___Yes ___No

If NO, why not? _____

If you desired to further your study, has your training provided a comprehensive foundation for such study? ___Yes ___No

If NO, why not? _____

Do you have any suggestions for improving the Medical Assisting Program? ___Yes ___No

If YES, please detail. _____

It would be helpful if Montgomery College could interview your employer. We will not do so unless you give permission. Do we have your permission to do so?

___ Yes ___No

If you need additional space, please use a plain sheet of paper and attach.

If we can be of further help to you at any time, please call on us.

Thank you for answering this questionnaire. It is our aim serve you and the community by providing the best training and follow-up possible in the field of medical assisting.

APPENDIX D

LONG-RANGE FOLLOW-UP QUESTIONNAIRE

MARYLAND PUBLIC COMMUNITY COLLEGES
FORMER STUDENT FOLLOW-UP STUDY QUESTIONNAIRE
WINTER, 1974

B1

Maryland's Public Community Colleges
Maryland State Board for Community Colleges

№ 24878

Dear Former Student:

Originally the purpose of Community Colleges in Maryland, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, they have become more comprehensive in the scope of their curricular offerings. Therefore, in order that we may assess how well these programs are serving the Maryland public, we ask you to complete this questionnaire.

For your convenience a preaddressed and stamped return envelope is enclosed.

Thank you for your assistance and cooperation.

Sincerely yours,

Alfred C. O'Connell

Alfred C. O'Connell
Executive Director
Maryland State Board for Community Colleges

PART I GENERAL INFORMATION

Section 1 For college use only

1 2 3 4 5 6 CC Code: _____ (HCE #)

7 8 9 10 Exiting Curriculum (Name): _____ (HEGIS #): _____

11 12 13 Credit hours earned: _____

14 Graduate: 1 Yes 2 No

15 Highest degree received: 1 A A 2 Certificate 3 Diploma 4 Other award (specify) _____ 5 None

16 17 18 Overall grade point average: _____

19 Currently enrolled: 1 Yes 2 No

20 21 22

23 24

25 26 27 28

(blank) b 29 Section 2 For student response

30 A Please circle the appropriate sex designation for yourself: 1 Male 2 Female

31 B Indicate to which one of the following groups you consider yourself belonging:
1 White 2 Black 3 Oriental 4 Spanish Surnamed American 5 American Indian
6 Other (specify) _____

32 33 C Please state your year of birth: _____

D Please list the following information about your high school:

34 35 _____ (year of graduation) or _____ (year of GED)

36 37 38 39 _____ (High school name) _____ (County) _____ (State, other than Maryland)

40 41 NOTE For non-Maryland high school graduates list only the state of graduation.

42 43

Continued on next page

PART II

EDUCATIONAL GOALS UPON ENTRY TO THIS COMMUNITY COLLEGE (All former students please respond to these items.)

44 E. Please circle your one primary reason for first attending this community college.

1. To obtain an A. A. degree before transferring
2. To obtain an A. A. degree, no further immediate educational plans
3. To obtain a Certificate or diploma to improve or upgrade skills
4. To obtain training in a special program or to upgrade skills
5. To take some college level courses before transferring
6. To take some liberal arts courses which interested me
7. To take one or several courses of special interest

45 F. Was your primary interest, indicated above, achieved before you left this community college?

1. Yes 2. No (If you respond No, please answer G otherwise proceed to H.)

46 47 48 G. What primary reason(s) made you decide to discontinue attendance at this community college? (If more than one reason applies circle the two or three most important reasons.)

1. Transferred
2. Employment
3. Personal
4. Marriage
5. Lack of interest
6. Entered military service
7. Lack of financial support
8. Moved to another area
9. Change in educational goal

49 50 51 H. Please circle all of the following educational activities in which you participated after leaving this college.

52 53 54 55

1. Adult educational programs
2. On the job training
3. Correspondence courses
4. T.V. course (educational)
5. Attended concerts, ballets, theatres, lectures
6. Other (please specify) _____
7. None of the above

56 57 58 59 60 61 62 I. Please circle all of the following community activities in which you have participated after leaving this community college.

1. JC's, science clubs, community groups, political groups, etc.
2. Church group
3. PTA, school volunteer
4. Red Cross, hospital volunteer
5. Recreation, scouting group, athletic group volunteer
6. Other (please specify) _____
7. None of the above

63 J. Did you attend this community college primarily on a part time or full time basis. (Part time – less than 12 credit hours per term, full time – 12 or more credit hours per term.)

1. Part time 2. Full time

PART III

CURRENTLY EMPLOYED FORMER STUDENTS (All former students who are now employed and or who were employed immediately after leaving this community college even if you transferred to another institution, should respond to these questions.)

64 K. Indicate the geographic location in which you are presently employed.

1. The same county/city as this community college
2. Other county in Maryland
3. Baltimore City
4. Washington, D. C.
5. Delaware
6. Pennsylvania
7. Virginia
8. West Virginia
9. Other out-of-state location

65 L. What is your current employment status?
1. Part time 2. Full time

66 M. Have you changed jobs between the time you left this community college and February 15, 1974?

1. Yes 2. No

67 N. How long have you been employed in your present job?

1. Less than 1 year
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. 11 years or more

For keypunch instructions only

68 ... 74 (blank)

1
75 (card # 1)

76 77 78 79 80 (Form # from front page)

Begin card # 2

1 2 3 4 5 6 7 8 9 10 O. Please indicate both your initial employment yearly salary upon leaving this community college and your present employment yearly salary.

Initial Salary: $_____

Present Salary: $_____

11 P. How did you locate your first job after leaving this community college?

1. Faculty at this college
2. This community college's placement office
3. Employment agency
4. Family or friend
5. Other method
6. Held same job while attending this college

Continued on next page

12 Q. Indicate the most accurate relationship between your program at this community college and your job.

1. Program directly related to job
2. Program somewhat related to job
3. Program not at all related to job

R. Please rate your satisfaction with your present job.

	Highly Dissatisfied 1	2	3	4	Highly Satisfied 5
13 Salary	☐	☐	☐	☐	☐
14 Opportunities for salary increases	☐	☐	☐	☐	☐
15 Opportunities for advancement	☐	☐	☐	☐	☐
16 Job enjoyment	☐	☐	☐	☐	☐
17 Fringe benefits	☐	☐	☐	☐	☐
18 Job importance	☐	☐	☐	☐	☐
19 Communication with superiors	☐	☐	☐	☐	☐

S. Did your educational program at this community college assist you in:

	Yes 1	No 2	Not Applicable 3
20 Increasing your theoretical understanding of skills required for your job	☐	☐	☐
21 Increasing your abilities to perform skills required by your job	☐	☐	☐
22 Obtaining your job	☐	☐	☐
23 Obtaining salary increases and/or promotions	☐	☐	☐

24 T. Would you list your employer and job title?

1. Yes 2. No

_____
Name of Employer (voluntary)

_____
Job Title (voluntary)

PART IV

FOR FORMER STUDENTS WHO HAVE SINCE TRANSFERRED TO ANOTHER EDUCATIONAL INSTITUTION (Please use the first institution to which you transferred since leaving this community college as your reference in responding to these items.)

25 U. Immediately after leaving this community college, please indicate the type of institution to which you transferred.

1. Another Maryland public community college
2. A public State college in Maryland
3. The University of Maryland
4. Maryland private four-year college or university
5. A private two-year Maryland college
6. Maryland technical or commercial school
7. Out-of-state four-year public college or university
8. Out-of-state four-year private college or university
9. Out-of-state two-year public college
10. Out-of-state two-year private college
11. Out-of-state technical or commercial school

26 27 V. If you are currently enrolled in the institution indicated in (U) above, circle your present enrollment status. (Please respond to both Status and Classification. For example: (2) Full-time (3) Junior.)

Status	Classification	
1. Part-time	1. Freshman	4. Senior
2. Full-time	2. Sophomore	5. Graduate student
	3. Junior	

28 W. Check your overall grade point average at the institution in (U) above based on a 4-point scale.

(1.) less than 2.0
(2.) 2.0 - 2.4
(3.) 2.5 - 2.9
(4.) 3.0 - 3.4
(5.) 3.5 and over

29 X. To what extent was your curriculum program at this community college related to your major at the institution indicated in (U) above?

1. Directly related
2. Somewhat related
3. Not related

30 Y. Please check the degree of satisfaction to which you feel this community college prepared you for additional academic work?

1. Extremely satisfactorily
2. Satisfactorily
3. Unsatisfactorily

31 Z. How many credit hours earned at this community college were not accepted at the institution indicated in (U) above?

1. All credit hours accepted
2. Lost 1-3 credit hours
3. Lost 4-6 credit hours
4. Lost 7-12 credit hours
5. Lost 13-20 credit hours
6. Lost more than 21 credit hours

Continued on next page

PART V. ENVIRONMENT AND SERVICES OF THIS COMMUNITY COLLEGE
(All former students should respond to these items.)

AA. The following items describe aspects and services of this community college. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied?

		No Experience With item	Highly Dissatisfied				Highly Satisfied
		0	1	2	3	4	5
32	Overall quality of instruction	☐	☐	☐	☐	☐	☐
33	Faculty availability after class	☐	☐	☐	☐	☐	☐
34	Faculty interest in students	☐	☐	☐	☐	☐	☐
35	Freshmen orientation program	☐	☐	☐	☐	☐	☐
36	Availability of cultural programs	☐	☐	☐	☐	☐	☐
37	Assistance finding employment	☐	☐	☐	☐	☐	☐
38	Counseling for course selection	☐	☐	☐	☐	☐	☐
39	Counseling for personal problem(s)	☐	☐	☐	☐	☐	☐
40	Overall college facilities	☐	☐	☐	☐	☐	☐
41	Facilities in my college program	☐	☐	☐	☐	☐	☐
42	Student facility relationships	☐	☐	☐	☐	☐	☐
43	Student relationships	☐	☐	☐	☐	☐	☐
44	Student influence in college decisions	☐	☐	☐	☐	☐	☐
45	Variety of student extra curricular activities	☐	☐	☐	☐	☐	☐
46	Variety of student organizations	☐	☐	☐	☐	☐	☐
47	Academic atmosphere	☐	☐	☐	☐	☐	☐
48	Overall college atmosphere	☐	☐	☐	☐	☐	☐

49 BB. Would you recommend to a friend your program of study at this community college?

1 Yes 2 No 3 Uncertain

50 CC. Would you recommend this community college to a friend?

1 Yes 2 No 3 Uncertain

THANK YOU FOR YOUR ATTENTION AND ASSISTANCE

For keypunch instructions only

51 ... 74 (blank)

75 2 (card # 2)

76 77 78 79 80 (Form # from front page)

Same as CC 76-80 on Card # 1

APPENDIX E

EMPLOYER RATING OF PROGRAM

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228

Dear Supervisor:

Catonsville Community College is conducting a study in order to evaluate its career programs and would very much appreciate your assistance. As a supervisor of a CCC career program graduate, you have the experience and expertise to provide valuable input into this evaluation.

We hope that you will share your knowledge with us by completing this questionnaire.

Thank you for your participation.

Cordially yours,

cheryl Opacinch

Cheryl A. Opacinch, Ed. D.
Coordinator of Institutional Research

CAO:n

Postage Will be Paid by Addressee

BUSINESS REPLY MAIL

First Class Permit No. 15615, Baltimore, Md.

CATONSVILLE COMMUNITY COLLEGE
800 South Rolling Road
Baltimore, Maryland 21228

No Postage Stamp Necessary If Mailed in the United States

Attention: Office of Institutional Research

BEST COPY AVAILABLE

CATONSVILLE COMMUNITY COLLEGE
EMPLOYER QUESTIONNAIRE

CATONSVILLE COMMUNITY COLLEGE GRADUATE

1. For the job held by the CCC graduate you supervise, is a two-year associate degree required

_____ Yes, at least an associate degree is required
_____ No, but preference is given to holders of an associate degree
_____ No, and no preference is given

For Questions 2 and 3, please write the number representing your response on the line provided.

2. Assume that your company or organization has a job available for which a two-year college graduate or a person with the same experience but *without the degree* can qualify.

If you are a supervisor of nurses, please compare the two-year college graduate R.N. to the hospital nursing school graduate R.N.

Using the following scale, please estimate the extent to which the two-year college graduate ...

1 Never
2 Sometimes
3 Usually
4 Always

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_____ 1. has a better chance of being employed
_____ 2. has more opportunity for job promotion
_____ 3. performs job tasks requiring a higher level of skills
_____ 4. earns a higher salary
_____ 5. seems to be more satisfied with his job

3. Within your own experience of supervising a two-year CCC graduate, please indicate how adequate you feel the graduate's preparation was in each of the areas listed below. Please use the following scale and write the number corresponding to your choice on the blank space provided.

0 Not applicable
1 Inadequate
2 Acceptable
3 More than adequate

The two-year CCC graduate's ...

_____ 1. depth in the various areas of knowledge required by his job is ...
_____ 2. understanding of the theory behind the tasks which he performs is ...
_____ 3. performance of job skills from the beginning of his employment was ...
_____ 4. familiarity with any test or laboratory equipment required by his job, from the beginning of his employment, was ...
_____ 5. scope of the various areas of knowledge required by his job is ...
_____ 6. ability to communicate with superiors is ...
_____ 7. ability to get along with fellow workers is ...

4. Please specify any additional skills that you feel the career graduate should have.

_____
_____
_____

Are there any weak skills' areas that should be strengthened?

_____
_____
_____
_____

5. Please specify any additional areas of knowledge that you feel the career graduate should have?

_____
_____
_____

Are there any weak areas of knowledge that should be strengthened?

_____
_____
_____
_____

6. Please feel free to add any additional comments.

_____
_____
_____
_____
_____
_____

7. If further evaluation of career programs is needed, would you be willing to share your expertise and be contacted by career program faculty?

[ ] Yes [ ] No

Supervisor Completing This Questionnaire:

Name_____

Title_____

Company/Organization_____

Street_____

City/State_____

MONTGOMERY COLLEGE

A two year public community college
ROCKVILLE, MARYLAND 20850 ■ (301) 762-7400

Dear Supervisor:

Montgomery Community College is conducting an evaluation of its educational programs and would appreciate your assistance. As the supervisor of an M.C. graduate, you are in a unique position to provide valuable input into our study.

Please share your knowledge with us by completing the enclosed questionnaire and returning it in the stamped, self-addressed envelope.

Sincerely,

Robert L. Gell
Dean of Institutional Research and Analysis

RLG:aml

Enclosures

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MONTGOMERY COMMUNITY COLLEGE GRADUATE

EMPLOYER QUESTIONNAIRE

(2-4) _____
Name of Montgomery College Graduate

(5-6) _____
AA Degree or Certificate

Supervisor _____ Title _____

(7) Firm _____

(8) Address _____

_____

(9) 1. Does the position held by this MC graduate require an Associate degree?

(1) _____ Yes

(2) _____ Not required but preferred

(3) _____ No

(10) 2. Do you employ other two-year college graduates?

(11-12) (1) _____ Yes How many? _____

(2) _____ No

3. Do you give preference to a prospective employee with an Associate degree over a person with two years of college and no degree?

(13) (1) _____ Yes

(2) _____ No

4. If an employee in your organization earned an Associate degree would he/she: (*Check appropriate response*)

		1	2	3	4	5
(14)	A. Have increased chances of being promoted	☐ Never	☐ Unlikely	☐ Sometimes	☐ Usually	☐ Always
(15)	B. Be expected to assume greater responsibilities	☐ Never	☐ Unlikely	☐ Sometimes	☐ Usually	☐ Always
(16)	C. Be expected to perform job tasks requiring a high level of skills	☐ Never	☐ Unlikely	☐ Sometimes	☐ Usually	☐ Always

5. Based on your own experience of supervising a Montgomery College graduate please indicate how adequate you feel the College prepared her/him in each of the areas listed below. *(Check appropriate response)*

		Inadequate 1	Adequate 2	More than Adequate 3	Not Observed 0
(17)	A. Depth in the various areas of knowledge required by the job is	☐	☐	☐	☐
(18)	B. Scope of the various areas of knowledge required by the job is	☐	☐	☐	☐
(19)	C. Understanding of the theory behind the tasks performed is	☐	☐	☐	☐
(20)	D. Performance of job skills from the beginning of employment was.	☐	☐	☐	☐
(21)	E. Familiarity with equipment and machines used in your operation in the beginning was	☐	☐	☐	☐
(22)	F. Ability to communicate with superior is	☐	☐	☐	☐
(23)	G. Ability to get along with fellow workers is.	☐	☐	☐	☐
(24)	H. Overall work attitude is.	☐	☐	☐	☐

6. Would you employ another Montgomery graduate who has a degree in the same area as your current employee?

(25) (1) _____ Yes - without reservation

(2) _____ Yes - with careful screening

(3) _____ No - Why? _____

7. Please specify any additional skills that you feel an AA graduate you employ should have:

26-27) _____

_____

_____

Is there any weak skill or technical area that should be strengthened by the College?

(28-29) _____

_____

_____

8. Please specify any additional areas of knowledge that you feel an AA graduate you employ should have?

(30-31) _____

_____

_____

Is there any weak area of knowledge that should be strengthened by the College?

(32-33) _____

_____

_____

9. Please feel free to add any additional comments:

(34-35) _____

_____

_____

_____

_____

10. If further evaluation of college programs is needed, would you be willing to share your expertise and be contacted by our faculty?

(36) (1) ☐ Yes (2) ☐ No

Supervisor Completing This Questionnaire:

Name _____

Title _____

Company/Organization _____

Street _____

City/State/Zip Code _____

Please return to: *Dr. Robert L. Gell*
Dean of Institutional Research and Analysis
Montgomery Community College
51 Mannakee Street
Rockville, Maryland 20850

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Employers will be asked to respond to the following questionnaire.

PHYSICIAN'S EVALUATION OF MEDICAL ASSISTANT GRADUATE

DRAFT COPY
For Discussion Purposes Only
OFFICE OF INSTITUTIONAL RESEARCH

_____
Date

Student's Name _____
Last Maiden First Initial

Period covered by this evaluation _____

Physician's Name _____

Telephone _____

Type of Practice _____

Address _____
Street and No. City State Zip

Form completed by _____ Title _____

Total number of persons currently employed in your office, clinic, etc. _____

1. Please indicate the number of each type of employee you employ in your office, clinic, etc.

_____ Medical Assistant _____ Registered Nurse _____ Other _____

_____ Medical Secretary _____ Licensed Practical Nurse _____ Other _____

_____ Physician's Assistant _____ Other _____

2. Please rate the graduate on her performance of each of the listed functions. Please add to the list if appropriate. If you feel the student was well qualified as a result of her training to perform a given function, please place a check mark in the column headed WELL QUALIFIED; if you feel the student was adequately qualified as a result of her training to perform a given function, please place a check mark in the column headed ADEQUATELY QUALIFIED; etc. If the function is not required in your practice, please place a check mark in the last column headed NOT APPLICABLE.

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Clerical Procedures:	Well Qualified	Adequately Qualified	Poorly Qualified	Not Applicable
1. Handle the telephone				
2. Screen telephone calls				
3. Perform reception duties				
4. Type a medical history				
5. Take a medical history				
6. Type medical reports and consent forms				
7. Make hospital reservations for patients				
8. Take care of incoming and outgoing mail				
9. Maintain medical records for submission to official agencies				
10. Use a transcription machine				
11. Use a duplicating machine				
12. Use business machines; calculator, etc.				
13. Compose short, routine letters				
14. Take care of filing				
15. Record fees, charges and payments				

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Clerical Procedures: continued	Well Qualified	Adequately Qualified	Poorly Qualified	Not Applicable
16. Send out bills				
17. Keep a set of account books				
18. Prepare income statements and balance sheets				
19. Take care of banking				
20. Reconcile bank statements				
21. Handle petty cash				
22. Take care of payroll				
23. Complete insurance forms				
24. Plan and prepare itineraries for the doctor				
25. Take care of housekeeping duties				
26. Purchase, handle, and store office supplies				
27. Purchase, handle, and store medical supplies				
28. Maintain doctor's medical library				
29. Type manuscripts				
30. Other (please specify)				
_____				
_____				

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Clinical Procedures:	Well Qualified	Adequately Qualified	Poorly Qualified	Not Applicable
1. Prepare patient for physical examination				
2. Drape patient				
3. Take vital signs (TPR and blood pressure)				
4. Use steril techniques				
5. Perform first-aid techniques				
6. Sterilize and maint in equipment and supplies				
7. Prepare and administer oral medications				
8. Prepare and administer parenteral medications				
9. Assemble equipment for examinations and diagnostic procedures				
10. Assemble equipment and assist with minor surgical procedures				
11. Assist with and/or apply dressings and bandages				
12. Change surgical dressings				
13. Perform irrigations				
14. Use a microscope to identify microscopic preparations of urine sediment				
15. Use a microscope to identify microscopic preparations of blood cells				
16. Use a microscope to identify microscopic preparations of bacterial specimens				

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Clinical Procedures: continued	Well Qualified	Adequately Qualified	Poorly Qualified	Not Applicable
17. Use a colorimeter to read results of colorimetric procedures:				
a. glucose by kit method				
b. blood urea nitrogen by kit method				
c. (other) _____				
d. (other) _____				
18. Prepare and administer intravenous puncture for blood specimen				
19. Perform capillary puncture for microblood techniques				
20. Collect urine specimens				
21. Perform routine urinalysis procedure				
22. Perform a simple pregnancy test on urine				
23. Perform a simple kidney function test				
24. Prepare specimens for mailing				
25. Perform the following determinations:				
a. Erythrocyte count				
b. Leukocyte count				
c. Hematocrit				
d. Hemoglobin				

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Clinical Procedures: continued	Well Qualified	Adequately Qualified	Poorly Qualified	Not Applicable
e. Differential count including morphological description of erythrocytes and leukocytes				
26. Perform staining techniques				
a. Wright's stain for blood smears				
b. Gram stain for bacteria				
27. (Other) _____				
28. (Other) _____				
29. (Other) _____				
30. (Other) _____				

3. What recommendations would you make for the improvement of the Medical Assistant Practicum?

4. What recommendations would you make for the improvement of the Medical Assistant Program?

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